

**School Improvement Grant (SIG)  
Application for Funding**

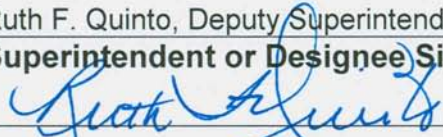
**APPLICATION RECEIPT DEADLINE**

**July 2, 2010, 4 p.m.**

Submit to:

California Department of Education  
District and School Improvement Division  
Regional Coordination and Support Office  
1430 N Street, Suite 6208  
Sacramento, CA 95814

**NOTE:** Please print or type all information.

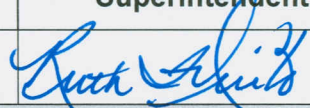
<b>County Name:</b> Fresno Unified School District		<b>County/District Code:</b> 10-62166
<b>Local Educational Agency (LEA) Name</b> Fresno Unified School District		<b>LEA NCES Number:</b> 0614550
<b>LEA Address</b> 2309 Tulare Street		<b>Total Grant Amount Requested</b> \$14,000,000
<b>City</b> Fresno	<b>Zip Code</b> 93721	
<b>Name of Primary Grant Coordinator</b> Cindy Tucker		<b>Grant Coordinator Title</b>
<b>Telephone Number</b> 559.457.3874	<b>Fax Number</b> 559.457.3179	<b>E-mail Address</b> Cindy.tucker@fresnounified .org
<p><b>CERTIFICATION/ASSURANCE SECTION:</b> As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.</p> <p>I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.</p>		
<b>Printed Name of Superintendent or Designee</b> Ruth F. Quinto, Deputy Superintendent, CFO		<b>Telephone Number</b> 559-457-6225
<b>Superintendent or Designee Signature</b> 		<b>Date</b> 08/25/10

**Collaborative Signatures:** The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.


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## SIG Form 2 – Collaborative Signatures (page 2 of 2)

**School District Approval:** The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
10-62166	Fresno Unified School District	Ruth F. Quinto	
<b>CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY</b>			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

<b>LEA Name:</b>	Fresno Unified School District
<b>Authorized Executive:</b>	Ruth F. Quinto
<b>Signature of Authorized Executive</b>	

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## **I. NEEDS ANALYSIS**

Fresno Unified School District (FUSD), the fourth largest school district in California, serves an ethnically diverse community of learners---73,000 students at more than 95 campuses; 80% minority students; 32% English Learners, and 82% receive free/reduced lunch. Funding is requested for three FUSD schools that have been designated as the 5% persistently low performing schools: Webster Elementary (K-6), Carver Academy (grades 5-8), and Yosemite Middle School (grades 7-8). These schools have over 40% English Language Learners: Webster, 43%; Carver, 46%; and Yosemite, 43%. Free and reduced lunch rates are: Webster, 98.8%; Carver, 92.6%; and Yosemite, 96.7%. All of these schools are located in one of the highest concentrations of poverty in our nation, according to the Brookings Institute Report of 2005.

### **Assessment instruments used-**

During the needs assessment process multiple assessment tools and data collection points were examined to develop a complete picture of the strengths and weaknesses of the Tier I schools in this application. This process included a review of previously completed District Assistance Survey (DAS), individual school Academic Program Survey (APS), and the Least Restrictive Environment (LRE) Plan to identify baseline indicators. The 2009 version of the APS was used to frame a review of the current instructional programs at the three schools through classroom observations and interviews, including, but not limited to: core curriculum, instructional time, interventions, pacing, assessment and monitoring, and professional learning. The FUSD Department of Research, Evaluation and Assessment (REA) provided numerous analytical reports to the district administrative team, Fresno Teachers Association (FTA) and consultants during the assessment and planning process. Information examined through these reports included: annual trends by subgroup on STAR assessment measures, English Learner (EL) redesignation rates, California English Language Development Test (CELDT), scores retention rates, CST proficiency levels of incoming students at Carver and Yosemite, district benchmark assessments, student demographics, expulsions and suspensions, California Healthy Kids Survey (CHKS), Social Emotional Staff Survey, and the Parent Survey. The schools each participated in a school self-assessment facilitated by FTA. Teachers met in small non-graded groups to share "What is Working, What is Not Working, and Suggestions." Meetings were held without district administrative participation, where teachers felt comfortable to voice honest opinions. Separate interviews with individuals, small groups and whole staff were also conducted at each school by the administrative team and Pivot Learning Partners. Other assessments were examined to provide a complete analysis for each school: School-wide API scores (last 10 years); CST, ELA and Math scores (last 5 years); CELDT scores (last 5 years); the number of Ds and Fs on students report cards (last 5 years); and CST test scores by subject area and/or classrooms. FUSD administration and FTA continued to meet, calibrating all findings to determine the School Improvement Grant (SIG) model selection.

### **LEA and School Personnel involved -**

The administrative team including the Superintendent, Associate Superintendent School Support Services, Associate Superintendent School Leadership, Associate Superintendent Human Resources, Assistant Superintendent Middle Schools, Assistant

Superintendents Elementary Schools, and the Chief Information Officer met with the principals from each school to inform them about the low performing status. Subsequent discussions were held between the administrative team and the CDE contact, Fresno Teachers Association (FTA), School Site Council, English Learner Advisory Committee, teachers, classified staff, parents and community members. This process included six public meetings (two regularly scheduled Board of Education meetings, one special Board meeting at Webster and Yosemite, and two at Carver) and numerous small group private discussions. During these discussions, participants:

- Reviewed and presented student achievement data and social emotional support indicators
- Examined requirements and guidelines regarding School Improvement models
- Gathered input from school staff, parents, and community members regarding:
  - adequacy of student instructional materials
  - curriculum implementation
  - academic and behavior interventions
  - student academic and social/emotional support systems
  - discipline
  - students attendance
  - school safety
  - parent involvement
  - instructional strategies
  - scheduling
  - school staffing
  - professional learning needs
  - school leadership
  - school culture and environment
  - feeder and high school communication
  - central office support to the schools,
  - budget allocations
- Analyzed teacher effectiveness indicators

### **Process for analyzing the findings –**

Although the official notification for Persistently Lowest Performing Schools came in February, the schools have been on district watch for the past several years, along with other low performing schools. This long-term process has included weekly (Carver) and monthly (Yosemite and Webster) meetings between principals and Assistant Superintendents to review school performance data and district Data Dashboard indicators. Continuous classroom walkthroughs and school site observations provided additional data regarding school climate and program implementation. Other district departments (e.g., REA, Prevention and Intervention, Human Resources, etc.) have provided continuous input to this process. The FUSD administrative team, FTA and Pivot Learning Partners (PLP), an educational consulting firm, conducted small group, individual, and classroom interviews/observations from school administrators, teachers, students, parents, school site council, English Learner Advisory Committee

(ELAC) and community members. This data was analyzed to formulate a roadmap for success at the three schools. Webster began a site reform initiative in August of 2009 and is showing progress under the current strategic plan assisted by a school support team; they will continue implementing this plan.

**Interviews and Audits - 1.)** At initial notification, the administrative team met with each principal, with several subsequent meetings throughout this process. They conducted individual, small groups and whole staff interviews, made on-site observations of administrative leaders and teachers, notified parents and community members through teleparent (an automated phone messaging system) and the district website, and through articles in the Fresno Bee (the local newspaper). All fact gathering information was used, in conjunction with the statistical data provided by REA, to develop a clear picture of current practices, and strategies for change in selection of the appropriate intervention model. **2.)** FTA representatives were notified immediately of the schools' status, and met with the Superintendent to discuss the course of action. A timeline was developed and the representatives began meeting with the teachers at each school individually, with teachers in grade level groups, and with the entire teaching staff to present information and answer questions and concerns. Additional discussions were held with teachers who needed more support. The representatives did walkthroughs in every classroom, on every campus for further insight. Information was documented and analyzed. **3.)** Finally, an in-depth audit by Pivot Learning Partners was completed with all staff and students at Carver and Yosemite Middle Schools. Pivot Learning Partners (previously Springboard Schools 2005 - 2009 and prior to that, the Bay Area School Reform Collaborative – BASRC 1995 - 2005) works with educators in schools and districts to provide teachers, administrators, students, parents, and community member access to ideas, tools, and support they need to make continuous improvement in their schools. Pivot Learning Partners began working with FUSD central office administration in 2005 and has continued assisting administrative and school staff in district program improvement schools. The PLP audit of Carver and Yosemite Middle Schools provided guidance in preparation for a systems change at each site. The PLP team worked on-site with the administrative and teaching staff to collect data in three categories: administrative practices, teaching practices and the evidence of the Essential Program Components (EPCs) in the classrooms. Data collection included individual interviews with administrative leaders, teachers, support staff, and students; classroom observations, whole school climate, culture and environment; review of school safety policies; and general observation of the teamwork, cohesiveness and congeniality of staff to students, and students to staff (respectfulness).

All the analyzed data was compiled into a formal report for review by the administrative team, FTA and PLP. After discussion of all documentation, the condition of the schools was clear and all agreed that significant changes were needed.

### **Findings –**

In the area of standards-based curriculum, instruction and assessment inconsistencies were found in many classrooms, especially at Yosemite and Carver. There is lack of full implementation of the adopted curriculum; textbooks are not used on a daily basis; some students are not assigned textbooks or are using out-dated materials. There are no English or Math intervention classes offered at Carver and

there is improper placement and/or instruction of students at Yosemite; inconsistent adherence to pacing charts; varied use of curriculum and standards-based expectations; instruction at times does not align with state standards; rigor and fidelity of curriculum was not observed. Both schools have 3 or 4 teachers that are teaching subjects without the proper credentials. Low expectations for students were evident in many classrooms. Attendance is not taken on a daily basis; all students do not have current emergency cards in place; parent are not always notified when students are absent; truant students who return are placed on suspension (in-house), continuing to miss classroom instruction; staff at Yosemite and Carver works long, hard hours to improve student achievement, but at times some teachers become very frustrated by the lack of improvement, knowing that their students have the capability to be successful. This creates stress and tension on campus. There is inconsistency in professional development plans, i.e., time for grade level/content area collaboration, classroom coaching and follow up, etc. Focused, continuous analysis of student data to guide instruction, placement, and site-based leadership activities is a work in progress which needs assistance. Continuous knowledge sharing among staff is limited. An immediate safety issue was discovered-lack of safe storage of acid and flammable chemicals-at both Carver and Yosemite. These schools are not successful in providing parents and other stakeholders with consistent and timely student progress reports, clear verbal and written information regarding grades, etc.

#### Use of state-adopted standards-aligned materials and interventions

State adopted curriculum used:

##### **Webster Elementary**

- ELA
  - Core-Houghton-Mifflin (HM)-includes differentiated instruction for universal access to the core for students with special needs, ELs, etc.
    - HM Medallion Series (update to the core) is in the process of being purchased
  - Intervention-Read 180 (grades 4-6)
  - SpED-SRA Reach
- ELD
  - Hampton-Brown *Avenues*
- Math
  - Core-enVisionMath
  - Intervention-enVisionMath Diagnostic and Intervention Kit

##### **Carver Academy**

##### **Grades 5/6**

- ELA
  - Core-Houghton-Mifflin (HM) includes differentiated instruction for universal access to the core for students with special needs, ELs, etc.
    - HM Medallion Series (update to the core) is in the process of being purchased
  - Intervention-none
  - SpED-Language!

- ELD
  - Hampton-Brown *Avenues*
- Math
  - Core-enVisionMath
  - Intervention-enVisionMath-Diagnostic and Intervention Kit

#### **Grades 7/8**

- ELA
  - Core-McDougal-Littell *Language of Literature*
  - Intervention-none
  - SpED-Language!
- ELD
  - Hampton-Brown *Highpoint*
- Math
  - Core-Holt-Rinehart and Winston *California Mathematics*, Holt-Rinehart and Winston *California Mathematics: Algebra* (according to student placement)
  - Intervention- America's Choice *Ramp-up to Algebra*, Holt-McDougal *Mathematics Course 2*, Companion courses are offered from a variety of sources: Kaplan, Prentice Hall, and CAHSEE prep materials

#### **Yosemite Middle School**

##### **Grades 7/8**

- ELA
  - Core-McDougal-Littell *Language of Literature*
  - Intervention-Fast Track
  - SpED-SRA Reach
- ELD
  - Hampton-Brown *Highpoint*
- Math
  - Core-Holt-Rinehart and Winston *California Mathematics*, Holt-Rinehart and Winston *California Mathematics: Algebra* (according to student placement)
  - Intervention- America's Choice *Ramp-up to Algebra*, Holt-McDougal *Mathematics Course 2*, Companion courses are offered from a variety of sources: Kaplan, Prentice Hall, and CAHSEE prep materials

Results of audits, interviews and other data have revealed many gaps in services to students at the three schools. Webster Elementary is compliant with the use of all SBE adopted curriculum materials and interventions. At Carver Academy and Yosemite Middle Schools adopted curriculum textbooks are available but not every student is issued a text; newly enrolled students are not monitored to assure they receive required texts; student issue of texts are not documented; the cost of lost or stolen texts are not consistently reimbursed by students. English and Math textbooks are not used on a daily basis; out of date supplemental materials are in use in many classrooms; several classes use worksheets. ELD instruction is non-existent or sporadic. There is no formal adopted intensive or strategic intervention program being implemented for ELA or Math.



### Curriculum pacing and appropriate use of instructional time

SBE recommended minutes per grade level of ELA instruction are provided in all classrooms at Webster through a protected ELA block. Required instructional minutes are guaranteed at Yosemite and Carver through the master schedule since both schools use a traditional middle school schedule. However, with this scheduling, 5<sup>th</sup> and 6<sup>th</sup> grades at Carver do not receive the required time for instruction, which is a longer period than middle school requires. EL students are provided with 30 minutes of additional ELD instructional time using Avenues at Webster. Middle grade EL students are provided with separate ELD class periods at Carver and Yosemite according to their EL level, however, this is not dedicated EL instruction; often a “catch-all” or homework period. EL level 3, 4, and 5 students are provided with SDAIE math, ELA, and social science classes. At Webster intervention time is provided through the universal access time, a minimum of 30 minutes per day. Yosemite has strategic and intensive interventions that are provided through separate companion classes that are part of the master schedule. Carver does not have intervention classes. SBE recommended math instructional minutes per grade level are provided at Webster, however, additional intervention time is not provided on a consistent daily basis. At Yosemite, core math instruction is provided through separate classes and math intervention is provided through companion classes. Carver does not have intervention classes. FUSD provides ELA and math pacing charts that are aligned with district assessments and critical CST standards. Pacing charts are not followed consistently in all classrooms. Some teachers express a problem with following the math pacing charts; they would like additional guidance and help in developing strategies to spiral instruction so as to address the skills in the pacing charts and also ensure that all students master the foundation skills.

### Faculty professional development activities, collaboration, and instructional support

A new principal has been assigned to Yosemite and is working on the school redesign model, although the old principal will remain at Yosemite until the end of this school year. Administrative changes at Webster were made at the end of the last school year as part of the initial stages of implementing a Turnaround model. The current Carver principal has resigned and replaced with an experienced principal from a high performing magnet school. All current and new administrative staff at these schools has completed all modules of AB 430 training and is participating in ongoing Skillful Leader training. All teachers are fully credentialed; there are three miss-assigned teachers at Carver and four at Yosemite. FUSD provides ELA, ELD and math training through SBE approved providers and follow-up coaching. At Carver the 5<sup>th</sup> and 6<sup>th</sup> grade levels are implemented on a middle school schedule, not in self contained classrooms. Teachers use the elementary curriculum but have not participated in the elementary professional development as other 5/6 grade teachers in the district. Teachers are in need of specific training regarding core content standards, curriculum lessons paced to a specific course calendar, alignment of local benchmark assessments and implementation of accountable professional learning communities (hereafter referred to as Accountable Communities) focused on analyzing student data to improve instruction. Content teachers are not required to meet consistently, making it problematic to conduct consistent and adequate review of student achievement data

and teaching strategies. The district has assigned a full time site instructional coach to each school. A district level EL coach is also assigned to work with teachers - each school receives approximately 8 hours a week of EL support from this individual. FUSD has full time district ELA and math, elementary and secondary content coordinators. They provide support to all schools, establish content pacing charts, and provide professional development. Because of the number of schools in the district, these coordinators are not able to provide specialized in-classroom support to teachers.

Capacity to develop access, and analyze student performance data to inform and modify instruction

The FUSD Assessment Information System (AIS) provides access to student assessment results by school, grade level, teacher, and individual. Progress in ELA and math is assessed on an ongoing basis. Results are used to inform instruction and get feedback to identify/correct deficiencies. The Kindergarten Assessment of Individual Growth (KAIG), California Standards Test (CST), elementary Grade Level Assessment of Standards (GLAS) ELA/math, Middle Grade Assessment of Critical Standards (ACS) ELA/math, adopted curriculum unit assessments, district writing sample are used to assess achievement throughout the year. KAIG is a district-developed assessment that evaluates skill in all areas of the CDE Kindergarten standards. GLAS and ACS are local assessments developed by Department of Research, Assessment and Evaluation (REA) that are aligned to State Standards, CST, and adopted curricula. GLAS and ACS are given three times per year. The CELDT, which shows the progress in English proficiency, is used in conjunction EL placement guidelines, to place English Learners in appropriate classes to build proficiency and become fluent in English. The district English Language Development Assessment is given twice a year at grades 1-6 (all ELs) and three times per year at grades 7-12 (ELD levels 1-4 in grades 7-8 and ELD levels 1-3 in grades 9-12). The writing sample assesses skills in addressing a prompt based on standards and genres for each grade. Assessments assist teachers in monitoring student performance on grade level standards, enable them to target students for interventions, and monitor the delivery/pacing of the curriculum. Curriculum unit/chapter assessments are given every 6-8 weeks. REA has developed an assessment tracking system (AIS) that allows administrators and teachers to monitor student progress on a school wide, grade level, classroom, and individual basis. This system provides a tool to administrators to track individual teacher effectiveness in promoting student growth. Groupings for “special populations” can be established in AIS to aggregate students by certain characteristics (e.g., type of intervention, ELs, etc.).

This information should be reviewed continuously during grade level meetings, School Leadership Team meetings, and coaching activities, but there was no evidence of this at the two middle schools. Core curriculum assessments are not consistently given in all classrooms. There is some inconsistency within and between grade levels relevant to the use of assessments and results are not being analyzed on a regular or consistent basis through grade level meetings. Weekly minimum days are used for grade level meetings, staff meetings, scoring assessment results, and professional learning. Teachers are to meet twice monthly in grade level/content groups to review student data and collaborate on instructional implementation and identification of

interventions for struggling students with a particular focus on ELA, Math, and ELD. Grade level/content meetings occur in different locations, making monitoring and modeling appropriate behavior/conversations difficult and inconsistent. The majority of staff at the middle schools continues to teach in isolation, not as a team or working with their grade level colleagues.

Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources

The following tables provide an overview of resources provided to the participating schools over the last four years. Tables do not include general fund support for baseline school operational costs (e.g., site administration, teachers, office staff, custodial, nutrition, nursing, security, library operation, etc.).

<b>2006/07</b>			
	<b>Webster</b>	<b>Carver</b>	<b>Yosemite</b>
Unrestricted	20,174	68,957	97,049
21st Century Com. Learning Center	191,250	146,450	146,000
ASES	112,500	170,062	233,971
EIA:LEP	132,946	93,922	224,221
ELAP	6,800	14,200	33,900
High Priority Grant		38,200	80,900
School & Lib Improvement BG	38,823	21,386	22,989
Title I	194,340	43,008	102,501
Targeted Improvement Actions *	74,061	737,460	993,460
<b>Total</b>	<b>770,894</b>	<b>1,333,645</b>	<b>1,934,991</b>

<b>2007/08</b>			
	<b>Webster</b>	<b>Carver</b>	<b>Yosemite</b>
Unrestricted	21,122	67,249	94,034
21st Century Com. Learning Center	191,250	146,450	146,000
ASES	112,500	170,062	233,971
EIA:LEP	68,238	37,245	78,211
EIA:SCE	127,054	74,258	179,243
ELAP	7,300	16,000	33,600
School & Lib Improv BG	43,938	19,658	25,536
Title I	233,040	28,918	69,803
Targeted Improv Actions *	224,061	676,360	913,460
<b>TOTAL</b>	<b>1,028,503</b>	<b>1,236,200</b>	<b>1,773,858</b>

<b>2008/09</b>			
	<b>Webster</b>	<b>Carver</b>	<b>Yosemite</b>
Unrestricted	28,450	70,516	102,978
21st Century Com. Learning Center	191,250	146,450	146,000
ASES	112,500	170,062	233,971
EIA:LEP	48,663	38,545	80,945

EIA:SCE	73,687	48,200	110,097
ELAP	7,091	16,309	36,045
School & Lib Improv BG	36,616	16,851	22,750
Title I	220,741	45,318	111,952
Targeted Improvement Actions *	257,561	546,500	900,000
<b>TOTAL</b>	<b>976,559</b>	<b>1,098,751</b>	<b>1,744,738</b>

<b>2009/10</b>			
	<b>Webster</b>	<b>Carver</b>	<b>Yosemite</b>
Unrestricted	27,884	63,154	90,297
21st Century Com. Learning Center	95,657	146,450	146,000
ASES	112,500	170,062	233,971
EIA:LEP	44,857	31,812	70,718
EIA:SCE	75,344	40,504	91,477
ELAP	7,523	13,078	
QEIA		342,825	708,556
School & Lib Improvement BG	30,950	12,064	16,375
Title I	212,891	38,167	94,781
Targeted Improvement Actions *	204,061	198,200	547,800
<b>TOTAL</b>	<b>811,667</b>	<b>1,056,316</b>	<b>1,999,975</b>

\*Targeted Improvement Actions (TIAs) include supplemental support provided by the District to individual schools based on identified need, including program improvement status. TIAs include unrestricted, EIA-SCE, Title I, TIAs include positions such as: Instructional Coaches, Program Managers, Teachers on Special Assignment, Intervention Teachers, AVID Teachers, Transition (on campus suspension) Teachers, Campus Culture Directors, Categorical Counselors, Intervention Teachers, etc.

Positions funded through TIAs during the 2009-10 school year included:

- **Webster** – full time Instructional Coach, full time VP, and noontime assistants;
- **Carver** - .40 AVID teacher, .20 Campus Culture Director, .60 intensive intervention ELA teacher, and a full time instructional coach; and
- **Yosemite** - .40 AVID teacher, a full time transitional coach, two Categorical Learning Coordinators, a full time Instructional Coach, and a full time intensive intervention ELA teacher.

21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) and After School Education and Safety (ASES) Funding for Webster is provided through FUSD, while funding for Carver and Yosemite is provided through grants from Fresno County Office of Education. Carver's ASES program includes funding for the base afterschool program and for before school activities. Yosemite's ASES grant includes the base after school program, before school funding, before school supplemental funding, and summer supplemental funding. Both Carver's and Yosemite's 21<sup>st</sup> CCLC programs include base funding and supplemental grants for family literacy. Webster's 21<sup>st</sup> CCLC funding ended in December 2009. Carver and Yosemite have 21<sup>st</sup> CCLC grants funded through December 2013.

Carver is part of a U.S. Department of Education Full Service Community Schools grant that is funded through September 2013 at just under \$500,000 per year. The program uses a targeted geographic approach to provide services to students, families and the community. It is housed in the Carver Neighborhood Resource Center and serves students and families at Carver and neighboring elementary schools (King, Lincoln, and Kirk). Services include mentoring, parenting skills training, health education and screenings, mental health counseling, leadership and youth development activities, sports and recreation, community service, etc.

Staff effectiveness including, but not limited to, methods of instruction, experience, subject-matter knowledge, and ability to support implementation of the selected intervention model

Webster's staff has been working intensively during this last school year to improve their method of instruction, increase content knowledge, and collaborate with site administrators and the district support team. With this intensive district assistance, Webster Elementary is showing improvement in leadership, teaching practices and student achievement.

Carver and Yosemite - While it is understood that the majority of teachers are capable and dedicated, it is apparent from the data collected that the schools need a systems change that will once again motivate, encourage and support a positive learning environment. Observations, interviews and audits revealed that some teachers do not use textbooks consistently, contributing to gaps in student access, mastery and achievement; some use an inordinate amount of worksheets; and Math and English teachers struggle to follow the district pacing charts. Some teachers do not align instruction with the state standards and assessments, infrequently analyze student achievement data, do not collaborate to share effective teaching strategies, or implement timely support and interventions. There is a need for administration and staff to work on team building with their students, learning more about the results of their efforts after they leave, i.e., passing CAHSEE, who is taking honor/AP classes, how many graduate high school or drop out of school altogether. Many teachers do not assess the reading levels of students entering the school or their current students. Interventions, therefore, are not consistently or effectively addressed. Expectations for students and staff are low. This is a picture of teachers having access to all the pieces of a puzzle, but unable to put the puzzle back together.

The following is the most current CBEDS-Professional Assignment Information Form-March 2010:

CBEDS School Staffing Information      March 2010											
Staff Position	Full time Equivalent	Avg. Age	Avg. Dist. Years	Years of Experience				Credentials			
				1st	2nd	3-5	6+	Dr.	MA	BA	-BA
Carver Academy											
Administrative	1.00	56.0	3.0	0	0	0	1	0	1	0	0
Teachers	14.00	45.5	9.7	1	0	3	10	0	3	10	0
Pupil Services	2.00	55.5	17.5	0	0	0	2	0	2	0	0

CBEDS School Staffing Information      March 2010											
Staff Position	Full time Equivalent	Avg. Age	Avg. Dist. Years	Years of Experience				Credentials			
				1st	2nd	3-5	6+	Dr.	MA	BA	-BA
Yosemite Middle School											
Administrative	4.00	47.5	18.2	0	0	0	4	0	3	1	0
Teachers	40.2	46.3	12.2	1	2	8	29	0	10	30	0
Pupil Services	2.00	34.5	5.0	0	0	1	1	0	1	1	0
Webster Elementary											
Administrative	2.00	42.5	17.0	0	0	0	2	0	1	1	0
Teachers	25.88	44.7	13.9	1	1	4	21	1	5	21	0
Pupil Services	0	0	0	0	0	0	0	0	0	0	0

According to the most current district credentialing data (as of 5/27/10), all teachers at the three schools are fully credentialed. At Carver there are a total of 14 teachers; 3 of whom do not have the appropriate credential to teach in their assigned subject area; one 7<sup>th</sup> and 8<sup>th</sup> grade English teacher; one 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Math teacher; and one 6<sup>th</sup> and 7<sup>th</sup> grade Social Science teacher. Yosemite has a total of 40 teachers; 4 of whom do not have the appropriate credential to teach in their assigned subject area; two ELA teachers; one science teachers; and one PE teacher. There are no mis-assignments at Webster; all teachers meet criteria for Highly Qualified. The majority of teachers have been at their schools more than 6 years.

### Current Practices and Outcomes

A reform initiative was implemented at **Webster Elementary (K-6)** in August 2009 with the assignment of a new principal and vice principal in an effort to turn the school around. Central Office Administration created a site support team to guide this process. The site support team includes an Assistant Superintendent, the Director of Curriculum, Instruction and Professional Development, and a Curriculum Specialist. The support team meets with the school leadership team every month to monitor and evaluate the progress using classroom curriculum data, principal observations, curriculum specialist observations, and support team walkthroughs. The district Grade Level Assessment Survey (GLAS) and writing sample scores are given and reviewed three times per year, and are used as an additional measurement tool during site support meetings. A school Dashboard Review has been created that aligns with the district Dashboard indicators. It is used to monitor all elements of school improvement.

The Webster Staff Self Assessment (March 26, 2010) revealed the following:

#### Positive Comments:

- ELA curriculum strategies are working
- Math Lesson Design is supportive for math instruction
- the school leadership team has added consistency and a place for staff to advocate their needs
- a safe and secure school environment
- effective reading and math intervention in grades K-3

- ASES after school program a good support
- English classes for parents are successful

**Areas of concern (suggestions for improvement) included:**

- additional curriculum resources and coaching needed
- full implementation and consistency in the discipline/behavior system (peer mediation, conflict resolution, counseling services, strict dress code-uniforms for all)
- too much time spent on math and reading and little time for art, music and PE
- better linkages with after school program needed
- Student Success Team process for struggling students is too lengthy
- parents should be more involved in supporting their children and in school leadership
- more technology needed in classrooms and coaching in its use

Critical assessment of Webster Elementary show that CST trends from 2005 through 2007 somewhat improved in ELA and Math proficient and advanced scores. In the 2008-09 school year both ELA and Math scores increased by approximately 10%. Accordingly, the 2009 API growth was a positive 21 points compared to a minus 12 in 2008. The discipline trends (suspension/expulsion) fluctuate annually with a high point in 2008, but show a decrease from 2009 to the 3<sup>rd</sup> quarter of this school year. Over 80% of parents and families are satisfied with Webster's safety, communication and language accommodation; only 25% are satisfied with student mentoring and tutoring services. The social/emotional staff survey reveals that although 96% of the teachers acknowledge that there is a school-wide behavior system in place, there seems to be inconsistent adherence to the policy, showing only a 76% rating. Programs supporting the behavior system are not frequently used, i.e., Peer Mediation, Conflict Resolution, and counseling services. Most teachers (and parents) do not feel confident with behavior management issues, or access to professional learning for assistance. 67 of 111 EL students made adequate progress (60%) compared to district adequate progress (56%).

<b>Webster Academic Trends</b>					
<b>Assessment</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
CST – ELA % proficient and advanced	21.2	25.2	26.9	20.3	28.6
CST – Math % proficient and advanced	24.7	24.8	28.4	29.7	39.1
API Growth and Score	+22/640	+8/648	-6/643	-12/645	+21/662
<b>Webster Discipline Trends</b>					
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010(3rdQ)</b>
Enrollment	442	437	471	491	452

Truancy	55.43%	49.89%	47.98%	40.33%	n/a
Expulsions	2	3	3	2	2
Suspensions	49	61	124	89	70

<b>Webster Social/Emotional Trends</b>			
<b>Parent/Family Survey 2007-10</b>	<b>2007-2008</b> Agree/Strongly Agree	<b>2008-2009</b> Agree/Strongly Agree	<b>2009-2010</b> Agree/Strongly Agree
Overall satisfaction	82.8	88.9	82.9
School provides a safe/secure environment to learn	89.3	90.1	87.6
Home/School communication is language appropriate, timely, and welcoming	86.0	87.7	86.6
School provides student mentoring and tutoring, parent classes and support to second language learners	75.8	76.2	71.5
<b>Social/Emotional Staff Survey 2007-10</b>	<b>2007-2008</b> % frequently very frequently	<b>2008-2009</b> % frequently very frequently	<b>2009-2010</b> % frequently very frequently
<i>To what extent do the following occur at your site?</i>			
Widespread disorder in classrooms	4.7	7.9	8.3
Disrespectfulness and Defiance	32.6	42.5	33.3
Failure to address appropriate behavior	4.7	10.0	16.7
<i>To what extent are the following implemented/utilized?</i>			
Conflict Resolution Techniques	45.2	67.5	32.0
Peer Mediation	11.9	23.7	12.0
Counseling for social/emotional issues	31.7	54.1	26.1
Behavior modification interventions for students	19.0	43.6	44.0
<i>To what extent are the following applicable at your site?</i>			
A school-wide behavior system in place	85.4	91.9	96.0
Discipline policy enforced consistently	64.3	71.8	76.0
Trainings about school safety/student discipline policies for families	52.5	39.5	32.0
<i>To what extent are the following applicable to you?</i>			
I have a repertoire of positive	43.6	30.6	35.4



behavior management skills			
I have necessary resources to teach bullying prevention	29.3	15.3	16.7
I have the necessary skills to address disruptive behavior	34.2	26.4	29.2
I have a role in contributing to the safety of the school	35.9	34.2	33.3

### English Learners ELD Gains (March 2007 – March 2009)

Webster Elementary		2009 ELD Level											
		Beginning (1)		Early Intermed. (2)		Intermed. (3)		Early Advanced (4)		Advanced (5)		Redesign. As Fluent	
2007 ELD Level	Total	#	%	#	%	#	%	#	%	#	%	#	%
(1) Beginning	22	1	5	6	27	11	50	4	18	0	0	0	0
(2) Early Intermediate	15	0	0	6	40	6	40	1	7	2	13	0	0
(3) Intermediate	41	0	0	0	0	18	44	13	32	3	7	7	17
(4) Early Advanced	24	0	0	0	0	0	0	10	42	3	13	11	46
(5) Advanced	9	0	0	0	0	0	0	0	0	3	33	6	67

 = Made adequate progress towards English language development

**Carver Academy (5-8)** has been under the direct guidance of the Assistant Superintendent for Middle Schools, Nancy Akhaven, during this entire year. The principal and Ms. Akhaven meet every week to consult on curriculum, scheduling, staff, behavior and parental issues. They review principal walkthroughs/observations, school climate, attendance/discipline, teacher effectiveness, implementation of curriculum, school support staff, safety, student assessments and parent input. As a result of the analysis of this collaboration, the administrative team has decided to replace the current principal with new leadership, and change at least 50% of the teaching staff with more effective teachers beginning next year (2010-11).

The Carver Staff Self Assessment (March 25, 2010) revealed the following:

#### Positive Comments:

- cross-curricular collaboration

- teacher teaming
- accelerated Reading Incentive Program in the Library
- after School Homework Center
- CSUF/MESA (Math, Engineering, Science Achievement) math

**Areas of concern (suggestions for improvement) included:**

- dysfunctional master schedule
- 5<sup>th</sup> and 6<sup>th</sup> grade students do not have the required ELA instructional time
- 5<sup>th</sup> and 6<sup>th</sup> grade teachers to not participate in elementary core curriculum training, but use the core textbooks
- improper credentialed teachers in three classes
- lack of consistency and continuity in all areas
- need improvement in the discipline/behavior system
- Student Success Team process takes too long – many students who could benefit from this process are not served
- students not engaged in school
- students need peer mediation skills
- no math intervention
- lack of professional learning opportunities
- need parenting training and involvement
- lack of high expectations for students
- extremely low reading levels
- need of consistent teacher articulation and collaboration
- need support implementing strategies for ELs

Critical assessment of Carver CST trends from 2005 through 2008 showed some improvement in ELA and math proficient and advanced scores; limited improvement in ELA; a significant decline in Math from 2007 to 2009. The 2009 API growth has shown two increases; 18-points in 2007; down to a 4 point increase in 2009. Over the 5-year period, the API growth only increased from 546-580, while the enrollment declined by more than 100 students. The discipline trends (suspension/expulsion) fluctuate annually with a high point in 2008 and 2009, but show a decrease up to the 3<sup>rd</sup> quarter of this school year. The overall satisfaction rating from parents and families averages about 75% over the last three years. Student mentoring and tutoring, parent classes and support to second language learners was rated at an average of only 56%, with a 51.4% rating in 2009. Data for the social/emotional staff survey was available only for the 2008-09 school year. Assessment of the behavior system was quite low. More than 70% feel that there is an adequate behavior program in place and more than 75% agreed that there is adherence to zero tolerance measures; but more than half of the teachers feel they still need training and a toolkit of resources to handle disruptive discipline problems. Disrespect and defiance is frequent or very frequent observed according to 20% of teachers; behavior management trainings for staff and families are needed; and most teachers do not have the resources or skills necessary for discipline issues. 37 of 101 EL students made adequate progress (37%) compared to district adequate progress (59%).


<b>Carver Academic Trends</b>					
<b>Assessment</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
CST – ELA % proficient and advanced	9.7	9.3	10.8	12.6	12.7
CST – Math % proficient and advanced	19.1	17.4	20.8	18.5	17.8
API Growth and Score	12/546	-1/545	18/560	10/575	4/580
<b>Carver Discipline Trends</b>					
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010(3rdQ)</b>
Enrollment	375	351	311	275	252
Truancy	45.33%	36.18%	50.8%	42.55%	n/a
Expulsions	4	1	2	10	1
Suspensions	160	97	227	181	94

<b>Carver Social/Emotional Trends</b>			
<b>Parent/Family Survey 2007-10</b>	<b>2007-2008</b> Agree/Strongly Agree	<b>2008-2009</b> Agree/Strongly Agree	<b>2009-2010</b> Agree/Strongly Agree
Overall satisfaction	63.6	88.9	74.3
School provides a safe/secure environment to learn	75.0	88.9	77.4
Home/School communication is language appropriate, timely, and welcoming	72.7	83.3	78.0
School provides various classes for parents	36.4	72.2	47.9
Teachers have conversations with parents about students academic performance	63.6	61.1	66.2
School provides student mentoring and tutoring, parent classes and support to second language learners	40.5	76.3	51.4
<b>Social/Emotional Staff Survey 2007-10</b>	<b>2007-2008</b> % frequently very frequently	<b>2008-2009</b> % frequently very frequently	<b>2009-2010</b> % frequently very frequently
<i>To what extent do the following occur at your school?</i>			

Widespread disorder in classrooms	n/a	5.0	n/a
Disrespectfulness and Defiance	n/a	20.0	n/a
Failure to address appropriate behavior	n/a	5.0	n/a
<i>To what extent are the following implemented/utilized?</i>			
Conflict resolution techniques		57.1	
Peer Mediation	n/a	28.6	n/a
Counseling for social/emotional issues	n/a	61.9	n/a
Behavior modification interventions for students		19.0	
<i>To what extent are the following applicable at your site?</i>			
A school-wide behavior system in place	n/a	73.7	n/a
Zero Tolerance is implemented	n/a	78.9	n/a
Discipline policy enforced consistently	n/a	77.8	n/a
Trainings about school safety/student discipline policies for families	n/a	42.1	n/a
Trainings about school safety/student discipline policies provided for staff	n/a	57.9	n/a
<i>To what extent are the following applicable to you?</i>			
I have a repertoire of positive behavior management skills	n/a	20.6	n/a
I have necessary resources to teach bullying prevention	n/a	n/a	n/a
I have the necessary skills to address disruptive behavior	n/a	5.9	n/a
I have a role in contributing to the safety of the school	n/a	18.2	n/a

### English Learners ELD Gains (March 2007 – March 2009)

Carver Academy		2009 ELD Level											
		Beginning (1)		Early Intermed. (2)		Intermed. (3)		Early Advanced (4)		Advanced (5)		Redesign. As Fluent	
2007 ELD Level	Total	#	%	#	%	#	%	#	%	#	%	#	%
(1) Beginning	15	1	7	13	87	1	7	0	0	0	0	0	0
(2) Early Intermediate	20	0	0	12	60	8	40	0	0	0	0	0	0
(3) Intermediate	35	0	0	0	0	25	71	6	17	0	0	4	11
(4) Early Advanced	28	0	0	0	0	0	0	12	43	0	0	16	57
(5) Advanced	3	0	0	0	0	0	0	0	0	1	33	2	67

 = Made adequate progress towards English language development

**Yosemite Middle School** was established in the 1950s and was named in honor of Yosemite National Park. Yosemite's principal has been at the school for ten years, and the majority of teaching staff for more than six years. This year the Middle School Assistant Superintendent has been meeting with the Yosemite administrators every month to monitor and evaluate the progress using classroom curricula data, principal observations, curriculum specialist observations, support team walkthroughs, the district Assessment of Critical Standards (ACS), and writing sample scores that are reviewed three times per year.

The Yosemite Staff Self Assessment (March 26, 2010) revealed the following:

#### Positive Areas:

- AVID classes are successful
- teaming in ELA, Math, Social Studies and Science
- instructional coaches are effective
- department collaboration
- Saturday School (for intervention)
- after school detention
- Vice Principal is a team builder
- hands-on science

- SIOP
- social/emotional support team
- approval of school environment
- ASES after school program

**Areas of concern included (suggestions for improvement):**

- need more AVID classes
- need more electives
- AR reading program inconsistent
- no structure or policy for on-site suspension class
- inconsistent implementation of discipline, zero tolerance, etc.
- teachers not following pacing charts, standards, assessments, time constriction, etc.
- low expectations for students
- more counseling services
- need help with addressing needs of ELs
- lack of classroom technology
- poor parent involvement
- poor campus culture program
- no consistency or follow through in management of programs

Critical assessment of Yosemite Middle School shows that CST trends from 2005 through 2009 minimally improved in ELA and Math proficient and advanced scores, with a decline in both ELA and Math from 2008 to 2009. The API growth trends (2005-2009) reveal that in 2005 there was a 27 point increase, but over the last 5 years API has only increased 19 points, with a declining enrollment of more than 200 students. The discipline trends (suspension/expulsion) are extremely high; 1155 suspensions and 30 expulsions in 2008 as the highest; with 505 suspensions and 31 expulsions up to the 3<sup>rd</sup> quarter of this school year. Over 70% of parents and families are satisfied with Yosemite overall; however communication, language accommodation, student mentoring and tutoring services hovers at 50-60% approval. More than 75% of families approve of the safe and secure campus. The social/emotional staff survey reveals that currently 88% of the teachers acknowledge that there is a school-wide behavior system in place; however only 71% say that the discipline policy is enforced and only 66% say the zero tolerance policy is upheld. Two-thirds of teachers (and parents) do not feel confident with behavior management issues, or access to professional learning for assistance. 119 of 139 EL students made adequate progress (86%) compared to district adequate progress (62%).

<b>Yosemite Academic Trends</b>					
<b>Assessment</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
CST – ELA % proficient and advanced	13.0	12.6	10.8	16.0	15.0
CST – Math % proficient and advanced	12.8	14.0	20.1	20.9	19.3
API Growth and Score	27/568	-9/559	6/572	-1/571	0/587
<b>Yosemite Discipline Trends</b>					
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010(3rdQ)</b>
Enrollment	855	809	738	648	653
Truancy	50.29%	42.4	42.41%	43.83%	n/a
Expulsions	24	30	30	26	31
Suspensions	591	467	1155	654	505


<b>Yosemite Social/Emotional Trends</b>			
<b>Parent/Family Survey 2007-10</b>	<b>2007-2008</b> Agree/Strongly Agree	<b>2008-2009</b> Agree/Strongly Agree	<b>2009-2010</b> Agree/Strongly Agree
Overall satisfaction	70.3	73.6	72.0
School provides a safe/secure environment to learn	78.0	81.6	77.9
Home/School communication is language appropriate, timely, and welcoming	70.2	86.8	77.4
My child's teacher has conversations with me about my child's academic performance	55.7	64.4	62.0
School provides student mentoring and tutoring, parent classes and support to second language learners	58.0	63.4	52.8
<b>Social/Emotional Staff Survey 2007-10</b>	<b>2007-2008</b> % frequently very frequently	<b>2008-2009</b> % frequently very frequently	<b>2009-2010</b> % frequently very frequently
<i>To what extent do the following occur at your school?</i>			
Widespread disorder in classrooms	15.2	21.8	26.3
Disrespectfulness and Defiance	56.5	56.6	63.2
Failure to address appropriate	25.0	23.6	32.4

behavior			
<i>To what extent are the following implemented/utilized?</i>			
Conflict Resolution Techniques	52.5	68.4	72.7
Peer Mediation	58.3	68.5	78.4
Counseling for social/emotional issues	55.3	82.5	73.0
Behavior modification interventions for students	36.2	75.0	47.1
<i>To what extent are the following applicable at your site?</i>			
A school-wide behavior system in place	69.6	80.0	88.6
Zero Tolerance is implemented	58.3	66.1	66.7
Discipline policy enforced consistently	45.7	62.5	71.4
Trainings about school safety/student discipline policies for families	46.5	72.2	59.4
Trainings about school safety/student discipline policies provided for staff	52.2	73.2	82.9
<i>To what extent are the following applicable to you?</i>			
I have a repertoire of positive behavior management skills	41.3	31.3	34.3
I have necessary resources to teach bullying prevention	22.9	17.0	23.9
I have the necessary skills to address disruptive behavior	39.6	31.3	32.4
I have a role in contributing to the safety of the school	37.0	38.2	35.3



### English Learners ELD Gains (March 2007 – March 2009)

Yosemite Middle School		2009 ELD Level											
		Beginning (1)		Early Intermed. (2)		Intermed. (3)		Early Advanced (4)		Advanced (5)		Redesign. As Fluent	
		#	%	#	%	#	%	#	%	#	%	#	%
2007 ELD Level	Total	#	%	#	%	#	%	#	%	#	%	#	%
(1) Beginning	13	0	0	3	23	7	54	3	23	0	0	0	0
(2) Early Intermediate	25	0	0	1	4	4	16	20	80	0	0	0	0
(3) Intermediate	71	0	0	0	0	5	7	55	77	0	0	11	15
(4) Early Advanced	28	0	0	0	0	0	0	11	39	2	7	15	54
(5) Advanced	2	0	0	0	0	0	0	0	0	0	0	2	100

 = Made adequate progress towards English language development

## II. SELECTION OF INTERVENTION MODELS

The Turnaround model was selected for Webster, Carver and Yosemite because the needs assessment showed these schools have a strong potential for change given an infusion of new teacher talent and new school leadership. Through the needs analysis and planning process (which included public hearings, community meetings, classroom observations, teacher/staff interviews, and ongoing discussions between FTA and FUSD), it was demonstrated that all stakeholders have a strong commitment to the schools and are ready to work together to turn them around. Other options (Restart, School Closure, and Transformation) were reviewed during this process, but eliminated from consideration for the following reasons:

Restart	
Webster	<ul style="list-style-type: none"> <li>Reform efforts already in place at Webster are showing positive impact and the District, in partnership with FTA, has the capacity to continue/accelerate this effort</li> </ul>
Carver	<ul style="list-style-type: none"> <li>District, in partnership with community and FTA, has capacity to bring about needed change</li> <li>Alignment of curriculum with other grade spans (K-4 and secondary) can best be achieved by continued operation of the school within the FUSD structure</li> </ul>

Yosemite	<ul style="list-style-type: none"> <li>• District, in partnership with community and FTA, has capacity to bring about needed change</li> <li>• Alignment of curriculum with other grade spans (K-6 and 9-12) can best be achieved by continued operation of the school within the FUSD structure</li> </ul>
<b>School Closure</b>	
Webster	<ul style="list-style-type: none"> <li>• Number of students in the Webster and surrounding school attendance areas requires that the school remain open to avoid overcrowding</li> </ul>
Carver	<ul style="list-style-type: none"> <li>• In addition to the Turnaround model, a partial school closure will take place at Carver – because of the small size of the school and physical structure, a quality education cannot be provided to 7<sup>th</sup> and 8<sup>th</sup> grade students (see below for more detail)</li> <li>• Will remain open for grades 5 and 6 and provide continuum of education for students attending neighboring King Elementary (grades K-4)</li> </ul>
Yosemite	<ul style="list-style-type: none"> <li>• Number of students in the Yosemite and surrounding middle school attendance areas requires that the school remain open to avoid overcrowding</li> </ul>
<b>Transformation</b>	
Webster	<ul style="list-style-type: none"> <li>• Teacher evaluation has been opened by FTA as a contract negotiation item, but neither the district nor FTA are ready to commit to implementing a teacher evaluation system that takes into account data on student growth as a significant factor during the 2010-11 school year.</li> <li>• Same ends can be reached through the Turnaround model</li> </ul>
Carver	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>
Yosemite	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>

Turnaround was selected for all three of these schools because

- The district was able to identify outstanding new principals with proven ability to turnaround schools and move whole school staffs towards excellence.
- There are enough highly qualified and highly effective teachers within the district to make replacing at least 50% of the teachers at each school possible.
- Fresno Teachers Association and FUSD have forged a partnership to support the reforms in each of these schools.
- Over the past three years, FUSD has developed and refined leadership development pipeline programs in partnership with CSU Fresno, Long Beach Unified School District, and the Center for Better Teacher/Ready About Consulting.
- FUSD is developing effective teacher pipeline programs through the Transition to Teaching grant, BTSA/PAR, Skillful Teacher Project, and partnerships with Fresno Pacific University and CSU Fresno.
- The district has the capacity to provide counseling and continued support to those teachers reassigned to other schools.

- The district has in place the structure for ongoing targeted and differentiated professional learning and site capacity building required for school change

In addition to Turnaround, Carver's strategy also includes partial school closure. Carver is currently a 5<sup>th</sup> through 8<sup>th</sup> grade school. It will be converted to a 5<sup>th</sup> and 6<sup>th</sup> grade school and current 7<sup>th</sup> and 8<sup>th</sup> graders will attend other middle schools within the district following the same assignment patterns used to place the majority of 7<sup>th</sup> and 8<sup>th</sup> graders who live in the southwest Fresno neighborhood. Because of Carver's size and the characteristics of the physical plant, the school has not been able to provide 7<sup>th</sup> and 8<sup>th</sup> graders with the full array of course offerings (including GATE courses, PE, etc.) that other more traditional middle schools can, nor with a rigorous academic program. Through the needs analysis and public hearing process, it became clear to FTA and FUSD leadership that the 7<sup>th</sup> and 8<sup>th</sup> grade program at Carver was essentially non-functional. Currently Carver is the only school in the southwest Fresno community that provides an open enrollment middle school (7<sup>th</sup> and 8<sup>th</sup> grade) program to neighborhood children. The southwest neighborhood middle school (Irwin Junior High) was closed in 1977 as part of a court ordered desegregation plan. At that time, 9<sup>th</sup> grade students from Irwin were moved to Edison High School and 7<sup>th</sup> and 8<sup>th</sup> grade students were bused throughout the district to other middle schools. Edison Computech Middle School was opened on the Irwin campus in 1983 as a district-wide magnet school. Enrollment at Computech is open to all 7<sup>th</sup> and 8<sup>th</sup> grade students in the district, based upon meeting academic enrollment criteria and selection through a public random lottery process. This strategy is still in place today as part of the district's voluntary desegregation plan. The district is in the process of changing this over 30 year old strategy and building a new neighborhood middle school in southwest Fresno. A possible site has been identified a few blocks from Carver and it is anticipated the new school will be opened in either August 2013 or 2014. In the meantime, it is the judgment of district leadership, FTA, the School Board, and the community that the needs of current 7<sup>th</sup> and 8<sup>th</sup> graders at Carver will be best met by having them attend non-neighborhood schools until the new middle school is built. Beginning in the 2010-11 school year, 7<sup>th</sup> and 8<sup>th</sup> graders who would have attended Carver will be bused to Scandinavian and Tioga middle schools along with other middle grade students from southwest Fresno not selected for enrollment into the Computech program.

The primary focus of this change initiative will be to: **1)** implement comprehensive and consistent student behavior management systems, **2)** create Accountable Communities (ACs) at all levels, and **3)** ensure commitment and fidelity to district initiatives and adoptions. The overall assessment is that each of these schools has the capacity for change. School observations and staff interviews conducted by FTA, Pivot, and District leadership at all three schools revealed the need to replace a significant portion of the teachers at each site. While there are many highly effective teachers working at these schools, there is a long standing environment of low expectations and sense of complacency that can only be remedied by a substantial change in staffing. CST and API trends show that all three schools have made progress over the last five years. At Carver and Yosemite this rate of improvement needs to be dramatically accelerated. While at Webster, the school needs continued support and flexibility to continue the changes and progress that has already been made. Webster has made

consistent growth over the last five years in percentage of students proficient or above in math and ELA as measured by the CST. Carver has seen growth in ELA CST, but not in math. There has been slow API growth, but not enough to make up for adjustments in the API growth model. Yosemite CST ELA has shown steady increases, but is still very low (only 15% proficient or advanced in 2009). Like the other two schools, Yosemite's API has grown, but at a very slow rate.

The assessment process revealed that a significant barrier to student achievement was weakness with respect to full implementation of standards-based curriculum, instruction and assessment in many of the classrooms observed. While some classroom observations found adherence to current practices and policies, some classrooms were not following district guidelines. This can be remedied through the turnaround model by strong site leadership, focused central office support, and placement of highly effective teachers. The district has an adequate pool of talented teachers and leaders to turnaround these schools and the resources to support them in doing so. Highly effective teachers will be moved from other locations, the turnaround schools will be given priority in the hiring of new teachers. The schools' context and conditions suggest that a turnaround is possible.

The following tables show major findings from the needs assessment process and resulting actions/strategies that will be incorporated into the turnaround model at each school.

### **Webster**

<b>Findings</b>	<b>Actions/Strategies</b>
<b>Leadership</b>	
New principal and VP began assignment August 2009	Keep principal and VP in current assignments and continue to provide support
New leadership is making positive changes at the school	Continue current leadership with additional support through cross district AC with Long Beach Unified, and school coaching
Need pipeline program for new leaders at underperforming schools	Establish site leader pipeline program by assigning additional VP with potential to be an outstanding principal and provide with mentoring and district-based AC
School wide behavior and academic intervention systems need strengthening	Fully implement Safe and Civil Schools and provide support to the Student Success Team through placement of full time School Psychologist
<b>Teaching Staff</b>	
All teachers meet "highly qualified" criteria and are appropriately placed	Continue current practice of placing only highly qualified teachers
There has been an observed improvement in classroom instructional strategies among many teachers, but significant changes in staff are needed to change culture of the school	Replace at least 50% of teachers based upon locally developed competencies to screen and place; provide financial incentives through extended work day/year

Need to groom new highly effective teachers	Establish Fresno Pacific University student teacher program at Webster and provide BTSA/PAR support as appropriate
<b>Teacher Collaboration</b>	
Time is scheduled weekly for teacher analysis of student data and planning – additional support is needed to refine this process	Strengthen weekly Accountable Communities (ACs) through principal support, Skilful Teacher training, Cognitive Coaching training, and designation/development of lead AC teachers
Additional time is needed for teacher collaboration and planning	Extend teacher work day and year; provide supplemental pay and substitute release days; provide art and PE teachers who will give teachers additional release time from class, while enriching the instructional program
<b>Instructional Assistance and Support</b>	
Full time Instructional Coach is fully supported by the principal and given access to all teachers and classrooms	Continue this practice
Teachers have requested additional instructional coaching support	Provide full time EL coach, Technology Coach, and additional VP to provide data coaching
Teachers identify additional training/support concerning positive behavior management and classroom management as a need	Full time School Psychologist/Safe and Civil Schools coach; site based Skillful Teacher training provided by Ready About Consulting and FUSD Leadership Development staff
<b>Student Achievement Monitoring System</b>	
District data system (AIS) is used to a moderate degree by teachers – usage is improving	Weekly ACs with support from Turnaround Coach, Skilful Teacher project, and Cognitive Coaching training
Site Support Team and School Leadership Team monitors progress monthly via data review, classroom walkthroughs, leadership team observations, etc.	Implemented Dashboard review process that aligns with the district dashboard, continue Site Support Team process, provide school coaching, assign extra VP to be site data coach
<b>Student Achievement</b>	
GLAS math assessment shows steady increase of proficient/advance from 47% 1 <sup>st</sup> GLAS to 57.7% 3 <sup>rd</sup> GLAS w/ increases among all significant subgroups- compared to 2009 CST Math proficient/advance of 28.6%	Continue and support use of Beyond the Basic Facts and Math Lesson Design through coaching and strengthening of ACs
GLAS ELA growth has been flat for 2009-10	Continue coaching support (full time Instructional Coach), and strengthen ACs
Although EL adequate progress rates are	Provide full time EL coach to support

above the district average, 43% of ELs are not progressing at an acceptable rate. Considering the large percentage of EL students, this is a major concern.	implementation of best practices, including, but not limited to: SDAIE, Frontloading, Avenues implementation, etc. Expand opportunities to build background knowledge through actual and virtual field trips.
<b>Curriculum and Instruction</b>	
Adopted ELA and math textbooks are used consistently on a daily basis	Continue current practice with coaching support and infusion of technology as an instructional tool
Teachers have difficulty following district pacing charts	Continue coaching support and strengthen ACs
Math Lesson Design and Beyond the Basic Facts implemented in all classrooms with result of improved math GLAS scores during 2009-10 school year	Continue current practice with increased support from ACs, provide additional planning time to teachers
Limited time in the day for arts and physical activity	Extend the school day/year and provide full time art and PE teachers to provided well rounded educational program
<b>Intervention Programs</b>	
ELA and math intervention programs are provided using district approved programs	Provide continued teacher support through coaching and technology integration
Additional math intervention time is not provided on a consistent basis	Extend school day/year to allow for increased instructional time
<b>Instructional technology</b>	
Limited classroom technology	Purchase mini notebook computers for each child, scanner/copier/fax for each classroom, teacher slates, virtual field trip equipment (monitors, speakers, cameras, etc.)
Teachers request support in the use of technology and additional technology tools for their classrooms	Provide full time Technology Specialist to provide job embedded professional learning to teachers and site leadership
<b>Social Emotional Supports</b>	
Student suspension rate is on the decline w/ a rate of 15.82 incidents per 100 students as of 3 <sup>rd</sup> quarter of 2009-10.	See below
Behavior modification interventions for students are not consistently implemented and the Student Success Team process is too lengthy. Although improvements have been made, additional support is needed to fully implement a positive behavioral support system.	Fully implement Safe and Civil Schools and provide coaching/professional learning support through a full time School Psychologist
There are limited counseling services to address the needs of students and families	Provide contracted counseling services (individual, family, and group)

Conflict resolution and peer mediation implemented on a limited basis	Provide peer mediation training and support to students and staff through contract with CSU Fresno
Student clothing must be constantly monitored to ensure that gang colors/apparel are not worn to school	Adopt school uniform
<b>Parent Involvement</b>	
Additional parent classes are needed to increase school involvement	Fully implement Parent University coursework
<b>Fiscal Support</b>	
ASES funding is not coordinated to effectively support the instructional program and student achievement; connection between school day and after school instruction is weak	Full time School Engagement Specialist to encourage afterschool participation; extended teacher work day to provide afterschool tutoring

### Carver

<b>Findings</b>	<b>Actions/Strategies</b>
<b>Leadership</b>	
This is the 2 <sup>nd</sup> year of the principal's assignment to Carver.	Replace principal and provide support through cross-district AC with Long Beach Unified
Monitoring of staff, setting timelines, delegating responsibilities and gathering/reviewing data are weak areas	Assign new principal with extensive administrative experience and proven leadership skills
Site monitoring revealed that teachers do not take student attendance on a daily basis	This has been corrected and ongoing monitoring is required
School wide behavior and academic intervention systems not in place. Very little analysis of student absences or suspensions has taken place - 35 out of the 120 7/8 grade students have 10 or more absences this year.	Fully implement Safe and Civil Schools and provide support to the Student Success Team through placement of full time School Psychologist
<b>Teaching Staff</b>	
Not all teachers have high expectations for students and understand their role in promoting student success	Replace at least 50% of teachers based upon locally developed competencies to screen and place; provide financial incentives through extended work day/year
Three teachers teaching out of field	Screen and place all teachers using locally developed competencies School will be converted to grades 5-6 and only high qualified and effective multiple subject credential teachers will be placed
Significant lack of instructional rigor and low expectations for students	Assign only highly effective teachers, provide strong site leadership

<b>Teacher Collaboration</b>	
Subject matter collaboration meetings do not exist because there is only one Math, one ELA, one Science, and one Social Science subject teacher assigned to the school	Convert to 5-6 grade school only and implement grade level ACs for teachers
Time is scheduled for teacher analysis of student data, but teachers do not provide any summary notes of their analysis for review with administration	Identify AC lead teachers and provide training, provide common planning time for grade level meetings weekly, principal support/structure of meetings; Skillful Teacher training; Cognitive Coaching training
No formal modeling of behavior for reviewing student data has taken place	See above
Additional time is needed for teacher collaboration and planning	Extend teacher work day and year; provide supplemental pay and substitute release days; provide part time art and PE teachers who will give teachers additional release time from class
<b>Instructional Assistance and Support</b>	
Instructional coach has elementary background and works primarily with 5-6 teachers	Evaluate current assignment and continue to provide a full time instructional coach position to the school with support from central office
5 <sup>th</sup> and 6 <sup>th</sup> grade teachers are not included in any district supported elementary professional learning	Focus teacher professional learning on elementary standards, curriculum and assessment
Teachers have requested additional instructional coaching support for EL strategies	Provide full time EL Coach, Technology Specialist
<b>Student Achievement Monitoring System</b>	
District data system (AIS) is used to a very limited degree by teachers and administrators	Weekly ACs with support from Turnaround Coach and Skillful Teacher project; all staff training on use of new FUSD ATLAS system and AIS
Student progress and classroom instruction is monitored on a very limited basis	Implemented Dashboard review process that aligns with the district dashboard, implement Site Support Team process, and provide school coaching
<b>Student Achievement</b>	
Percentage of students proficient/advanced on CST math has declined over last five years, only 17.8% of students were proficient/advanced on 2009 CST. This is substantially below the district average of 38.5% and the goal of	Fully implement Beyond the Basic Facts, Math Lesson Design and adopted core and intervention curriculum; integrate math content into a hands-on science program; provide targeted math coaching (full time Instructional Coach); and



50% for that year.	strengthen instruction through leadership classroom observations, Skillful Teacher training and teacher ACs
Gradual growth in ELA CST proficient/advance over the last five years. 2.7% of students are proficient/ advance on ELA CST - substantially below the district average of 37.2%	Fully implement adopted curriculum (core and intervention); use hands-on science program as a strategy to increase use of academic language and building background knowledge; provide ELA coaching; and strengthen instruction through leadership classroom observations, Skillful Teacher training and teacher ACs.
EL adequate progress rate of 37% is substantially below the district average of 59%.	Provide full time EL coach to support implementation of best practices, including, but not limited to: SDAIE, Frontloading, Avenues implementation, etc.
<b>Curriculum and Instruction</b>	
Adopted ELA and math textbooks not used on a daily basis - most classes observed used worksheets	Align instruction of adopted standards, adopted curriculum, pacing guides, and local assessments; coaching support; site leadership monitors classrooms; develop Site Support Team
	Fully implement adopted curriculum: Houghton-Mifflin Medallion Series for ELA, enVision Math, Macmillian/McGraw-Hill <i>California Vistas</i> K-5, Harcourt Science, and Hampton-Brown <i>Avenues</i> for ELD
5 <sup>th</sup> and 6 <sup>th</sup> graders do not receive required time for ELA instruction because of middle school schedule	Convert to 5 <sup>th</sup> – 6 <sup>th</sup> grades only, establish a protected ELA block that includes universal access time
District pacing charts not used	Provide coaching support and targeted site-based professional learning; monitor use of pacing charts; strengthen ACs focused on data and instruction
ELD instruction not consistently provided on a daily basis	Provide students with a minimum of 30 additional minutes of ELD instruction daily using <i>Avenues</i>
Because of school size, there are limited electives for 7 <sup>th</sup> and 8 <sup>th</sup> graders	Current 7 <sup>th</sup> and 8 <sup>th</sup> graders attend other district middle schools until new southwest Fresno middle school is built
Limited time in the day for arts and physical activity	Extend the school day/year and provide part time art and PE teachers to provided well rounded educational program
<b>Intervention Programs</b>	
No ELA or math intervention classes	Houghton Mifflin ancillary support

offered to below basic and far below basic students- time has not been allotted in the master schedule for interventions	materials K-3, <i>Read 180</i> at grades 4-6, enVisionMath Diagnostic and Intervention Kit, SRA Reach for SPED
Students not assessed at beginning of year to determine appropriate placement in interventions	Review CST scores, prior year GLAS, and screen all students using the <i>Benchmark Assessment System</i>
<b>Instructional Technology</b>	
School has one computer lab and two mobile computer carts – only 4 teachers have checked out the carts	Purchase mini notebook computers for each child, scanner/copier /fax for each classroom, teacher slates
Available classroom technology is not being used by teachers	Fund full time Technology Specialist to provide job embedded professional learning to teachers
<b>Social Emotional Supports</b>	
Social/Emotional Staff Survey was not administered by the site leadership in 2008 or 2010	Have all teachers complete the Social/Emotional Staff Survey every year to provide feedback regarding program implementation and needs
Student suspension rate declined from prior year rate of 48.26 incidents per 100 students. Rate per 100 students as 3 <sup>rd</sup> quarter of 2009-10 was 25.06 suspension per 1200 students as of the 3 <sup>rd</sup> quarter of 2009-10.	See below
Teachers report a lack of positive behavioral support tools and there is not school wide behavioral support system	See below
Behavior modification interventions for students are not consistently implemented and the Student Success Team process is too lengthy. Support is needed to fully implement a positive behavioral support system.	Fully implement Safe and Civil Schools and provide coaching/professional learning support through a full time School Psychologist
There are limited counseling services to address the needs of students and families	Provide contracted counseling services (individual, family, and group)
No conflict resolution and peer mediation program in place	Provide peer mediation training and support to students and staff through contract with CSU Fresno
Student clothing must be constantly monitored to ensure that gang colors/apparel are not worn to school	Adopt school uniform
<b>Parent Involvement</b>	
Staff interviews indicated the school does not consistently provide parents with information about their child's school	Implement quarterly parent teacher conferences

performance. A third of parents surveyed did not report having communication with teachers regarding their children's academic performance.	
47% of parent responders to the parent survey indicate they school does not provide adequate information to parents regarding school involvement and how to support their children's academic growth at home	Fully implement Parent University coursework, enhance parent/community resource center, and publicize available programs and services
<b>Fiscal Support</b>	
QEIA funds are underutilized by the site	Addressed through new site leadership
ASES, 21 <sup>st</sup> CCLC and Full Service Community Schools funding is not coordinated to effectively support the instructional program and student achievement	Full time School Engagement Specialist to encourage afterschool participation; extended teacher work day to provide afterschool tutoring

### Yosemite

<b>Findings</b>	<b>Actions/Strategies</b>
<b>Leadership</b>	
Principal has been in current position for over 10 years. School culture that promotes lack of instructional rigor and low expectations for students	Replace principal and provide support through cross-district AC with Long Beach Unified
Site monitoring revealed that student attendance is not taken on a daily basis	This has been corrected and ongoing monitoring is required
Need pipeline program for new leaders at underperforming schools	Establish site leader pipeline program by assigning additional VP (aspiring principal) with potential to be an outstanding principal and provide with mentoring and district-based AC
<b>Teaching Staff</b>	
Four teachers teaching out of field	Assign and appropriately place only highly qualified and highly effective teachers
Many classroom observations found lack of instructional rigor	Replace at least 50% of teachers based upon locally developed competencies to screen and place; provide financial incentives through extended work day/year
Need to groom new highly effective teachers	Establish Fresno Pacific University student teacher program at Webster and provide BTSA/PAR support as appropriate
<b>Teacher Collaboration</b>	
Subject matter teams need to be trained to align instruction with state standards and	Weekly content area/subject matter AC meetings facilitated by lead teachers and

assessments, analyze student achievement data, share effective teaching strategies, and implement timely support and interventions	site admin; Cognitive Coaching training; Skillful Teacher training; VP/Aspiring Principal provide data analysis support
Common planning time is not allotted for teachers to meet in learning communities	Extend teacher work day and year; provide supplemental pay and substitute release days
<b>Instructional Assistance and Support</b>	
Coaching is provided by a full time district funded Instructional Coach	Continue Instructional Coach support
Teachers have requested additional instructional coaching support for EL strategies and the use of technology	Provide full time EL Coach and Technology Specialist (coach); SIOP training provided by FUSD English Learner Services
<b>Student Achievement Monitoring System</b>	
AIS information and other student data is used by teachers and departments school wide, but teachers are at the initial stages of learning how to effectively use data	Weekly ACs with support from Turnaround Coach, Skillful Teacher project, and Cognitive Coaching training; VP/Aspiring Principal provide data analysis coaching; all staff receive ATLAS training
Additional student assessment is needed to ensure student access to the core curriculum as well as appropriate placement in intervention programs	Fully implement district benchmark assessments in core content areas, VP/Aspiring Principal provide support in data analysis, Student Success Team (with assistance for the School Psychologist) identifies students in need of additional support
Insufficient time allotted for teachers to routinely analyze student data	AC structure, additional planning time through revised master schedule, extended school day, supplemental pay and substitute release time
During the 2009-10 school year, the Assistant Superintendent over middle schools meets with the principal monthly to review student data and conduct classroom observations	Implemented Dashboard review process that aligns with the district dashboard, continue Site Support Team process, provide school coaching, assign extra VP to be site data coach
<b>Student Achievement</b>	
Percent of students proficient/advanced on ELA CST has not improved substantially over the last five years (increased by 2%, from 13% in 2005 to 15% in 2009)	Continue coaching support (full time Instructional Coach), and develop ACs
Percent of students proficient/advanced on Math CST has improved minimally over the last five years (increased by 6.5%, from 12.8% in 2005 to 19.3% in 2009)	Implement Math Lesson Design format, continue coaching support (full time Instructional Coach), SIOP strategies in math, and develop ACs
EL adequate progress rate of 86% is	Continue ELD program using Highpoint;

above the district overall rate of 62%	provide additional support to ensure ELs have full access to the core through a full time EL Coach and SIOP strategies in ELA, Math, Science, and Social Science; increase background knowledge and vocabulary through virtual field trip experiences
<b>Curriculum and Instruction</b>	
Core curriculum not used consistently; teachers using out of date supplemental materials and worksheets in many classrooms	Align instruction with state standards, adopted curriculum, pacing guides, and local assessments; coaching support; site leadership monitors classrooms; develop Site Support Team
	Fully implement adopted curriculum: McDougal-Littell <i>Language of Literature</i> , Holt-Rinehart and Winston California Mathematics, Holt-Rinehart and Winston California Mathematics: Algebra, Holt, Rinehart & Winston <i>California Social Studies</i> , Holt Science, <i>Highpoint</i> for ELD
One AVID section for 7 <sup>th</sup> grade and one for 8 <sup>th</sup> grade	Double the number of AVID sections at each grade level and tutorial support
District pacing charts are not consistently followed	Continue coaching support and ACs
Instruction does not reflect a thorough knowledge or understanding of the depth or breath of state content standards	Place only high effective teachers and provide coaching support, differentiated professional learning addressing standards, curriculum, pacing, and assessment
Pre-AP courses are not provided	Pre-AP World History grade 7 and U.S. History grade 8 will be offered as part of a 90 minute block combined with ELA instruction
Students have limited elective choices	Provide Art, Music, Spanish, Technology, and AVID; evaluate ASES and 21 <sup>st</sup> CCLC program to ensure a variety of enrichment activities
<b>Intervention Programs</b>	
Not all students who require ELA and math interventions are enrolled in intervention classes	Additional oversight by the principal, weekly content area ACs to review student progress, extended school day and supplemental pay will allow classroom teachers to provide after school tutoring
Time is scheduled for interventions, but use of materials is inconsistent	Fully implement adopted intervention programs: SRA Reach <i>Corrective Reading</i> , America's Choice <i>Ramp-up to</i>

	<i>Algebra</i> , Holt Rinehart and Winston Course 2, and Language! 7-8
	Provided additional academic support after school and in summer school
<b>Instructional Technology</b>	
Limited classroom technology	Purchase mini notebook computers for each child, scanner/copier/fax for each classroom, teacher slates, classroom blue tooth sound systems, classroom document cameras, classroom dual projection systems, virtual field trip hardware for science and social science classes, ,
Teachers request support in the use of technology and additional technology tools for their classrooms	Provide full time Technology Specialist to provide job embedded professional learning to teachers and site leadership
<b>Social Emotional Supports</b>	
Last year's suspension rate was 20 per 100 students. The current year suspension rate through the third quarter of the year is 15.83 suspensions per 100 students. The suspension rate does not adequately reflect the level of behavior problems because of the use of on campus suspensions – home suspensions have been replaced by on campus suspension and students are still missing instructional time	See below
Teachers report no structure or policy for on-site suspension classes	Principal will evaluate on-campus suspension program and make changes as necessary
Lack of a school wide behavior intervention system leads to discipline and classroom management problems	Fully implement Safe and Civil Schools and provide support to the Student Success Team through placement of full time School Psychologist
Student discipline is a major issue – excessive suspensions and expulsions are the result of a lack of interventions	Same as above
Majority of suspensions are related to teacher/student issues	Fully implement Safe and Civil Schools positive behavior support system and provide Capturing Kids Heats training to staff
There are limited counseling services to address the needs of students and families	Provide contracted counseling services (individual, family, and group)
Teachers view the conflict resolution and peer mediation program as having a positive impact on student behavior,	Expand the current peer mediation training program to include more student mentors

however the school identified a need for additional behavior interventions	
Gang activity is a problem in the surrounding neighborhood. Student clothing must be constantly monitored to ensure that gang colors/apparel are not worn to school	Adopt school uniform
<b>Parent Involvement</b>	
Staff interviews indicated the school does not consistently provide parents with information about their child's school performance. 40% of parents surveyed did not report having communication with teachers regarding their children's academic performance.	Implement quarterly parent teacher conferences
40% of parent responders to the parent survey indicate they school does not provide adequate information to parents regarding school involvement and how to support their children's academic growth at home	Fully implement Parent University coursework and publicize available programs and services
<b>Fiscal Support</b>	
QEIA funds are underutilized by the site	Addressed through new site leadership
ASES, 21 <sup>st</sup> CCLC and Full Service Community Schools funding is not coordinated to effectively support the instructional program and student achievement	Full time School Engagement Specialist to encourage afterschool participation; extended teacher work day to provide afterschool tutoring

## II. DEMONSTRATION OF CAPACITY TO IMPLEMENT SELECTED INTERVENTION MODELS

**FUSD Board Theory of Action provides a framework for the reforms and instructional programs at each of the SIG schools.** This Theory of Action outlines significant expectations for all, including:

- **Aligned Instructional System.** An Aligned Instructional System is a comprehensive theory of action that is at the heart of our belief that FUSD must be redesigned to support its core business of teaching and learning in the most efficient and effective way possible. At the core of the FUSD Aligned Instructional System is a focus on the classroom. Foundational to this system is the alignment of student content standards and the California Standards for the Teaching Profession (CSTP), purposeful assessments, intense and specific planning, and effective targeted instruction.
  - **Standards based-** this includes but is not limited to the California state content standards for students, CSTP, and the Fresno Unified standards for leaders

- **Purposeful Assessments** – any challenging district curriculum must be supported by classroom based assessments **of and for** learning.
  - Students are key assessment users
  - Clear and appropriate targets are essential
  - Accurate assessment is a must
  - Sound assessments must be accompanied by effective communication
- **Intense and Specific Planning** – based on assessment for learning, great attention must be paid to every student's unique learning needs.
- **Effective Targeted Instruction**—based on assessment and planning, powerful instructional approaches should be used, maximizing teacher expertise and creativity.
- **All students will be supported in reaching their individual educational goals.** Each and every student will learn to the same standards, but when necessary, reach them using differentiated time, resources, and approaches.
- **Leadership and accountability at all levels are essential.** Leadership is not attached to specific roles or official titles. Actions that demonstrate leadership are expected from everyone. We support risk-taking and learning from setbacks in our support of success. Accountability is defined as being responsible to peers and colleagues in the pursuit of learning.
- **All learners take responsibility for their learning.** This includes students, teachers, staff, administrators, parents, families, community, Superintendent and Board. There are content and performance standards for all learners.

This Theory of Action outlines a significant increase in **supports** for all, through:

- Building capacity for all learners.
  - Professional development
  - System capacity
  - Infrastructure
- Engaging to collaborate
- Directing resources where required
- Piloting new ideas

FUSD and Long Beach Unified School District have created a Partnership to share knowledge and resources to build internal capacity and accomplish common goals of increasing graduation rates and preparing all students to be successful in higher education and/or a career with significant growth potential. This is a joint effort to pursue common goals, measure student outcomes, share professional knowledge, learn from each other, and support each other's progress. The Partnership is currently focusing on three major areas: Mathematics Instruction, English Learners, and Leadership Development. The work of the Partnership will support the implementation of programs and initiatives at Webster, Carver, and Yosemite.



The Turnaround Model has been selected for each of the three schools included in this application. Specific elements of the model are addressed in the following pages.

### School Leadership

A new principal and vice principal were assigned to Webster at the beginning of the 2009-10 as the first step in turning around this school. As a result of these leadership changes, substantial improvements in school discipline, teacher practice, and student achievement have already been seen. The current principal and vice principal at Yosemite will be replaced at the end of this school year. The new Yosemite principal (Ed Gomes) is already working closely with the district administrative team to bring about significant needed changes at the school. Mr. Gomes has already met with Yosemite staff and teachers and participated in the school's needs assessment. He is currently meeting with district leadership to align financial resources in support of the turnaround strategy and redesign the school's instructional program. Carver's new principal (Steve Gonzalez) was appointed at the June 2<sup>nd</sup> Board of Education meeting. Mr. Gonzalez is in the process of reviewing the findings of the needs assessment and school financial resources, and meeting with Carver administration and teachers. He will take the lead, with support from district leadership, in completely reshaping the school's instructional program, aligning school support systems, ensuring curricular alignment with feeder schools (especially King Elementary – a K-4 program that is located a few blocks from Carver), and establishing Carver as unifying force within the divided southwest Fresno community.

All of these individuals were selected for these challenging jobs based upon demonstrated effectiveness in bringing about change at low performing schools, the ability to challenge the status quo at the schools, and the leadership and supervision skills to manage change and move the staff and schools forward towards excellence. These are individuals who believe in adults' ability to learn and like working with adults, have a clear sustaining vision for and commitment to children's success, have strong convictions about the potential of subgroups of students, and have a sense of urgency and hope that they are able to convey to others. In doing this work, they will be supported through an intensive leadership development program including:

- **Principal Support Program** - Develop an Accountable Community (AC) for the principals at these schools designed to identify critical school change issues, facilitate networking between schools and districts (FUSD and Long Beach), and share best practices concerning site-based leadership, curriculum, and instruction.
- **Site Leadership Pipeline Program** - Create a pipeline for future leaders at underperforming schools and provide the schools with additional leadership through an apprenticeship model for vice principals identified as potential high quality principals (Aspiring Principals). These individuals will be provided with ongoing networking and mentoring while learning and developing their leadership skills "on the ground" in very high need schools. A VP will be assigned to Carver by the district, but because of the school's size an additional VP will not be supported through SIG funds.

The key element of the **Principal Support Program** will be the establishment of a cross district AC between FUSD and Long Beach Unified School District (LBUSD). Principals at the participating underperforming schools will participate in quarterly visitations with participating principals in LBUSD. Two meetings per year will be held in Long Beach and two in Fresno. Cross-district AC meetings will focus on actions to turn around underperforming schools, mentoring and building capacity in Aspiring Principals, and common district instructional approaches. While conversations about the key elements of turning around low performing schools and their mentoring roles will be common threads, each meeting will have a specific instructional focus, for example, MAP2D (an instructional approach to teaching math used in both districts). In a MAP2D partnership session, principals will examine the quarterly assessment data, as compared to the CST data, share their observational process data from a math walkthrough, and make recommendations for next steps. These meetings serve to broaden the principals' colleague network, and allow the districts to compare student achievement gains and leadership development strategies in two demographically similar, but structurally different districts. This group of principals will also meet monthly (in the evenings or on Saturdays) with the Turnaround Coach (see alternative governance section) to reflect on their learning and mentoring strategies.

**Site Leadership Pipeline Program** will provide the aspiring principals (additional VP at Yosemite and Webster, and new district funded VP at Carver) with varied job embedded training through a distributive leadership model that provides them with hands-on work targeting district priorities. The responsibilities of the VP at these schools will be restructured to provide increased opportunities to take on the various roles required of a principal (i.e., being an instructional leader, not solely responsible for discipline and operations, etc.) and to acquire the full range of competencies required of successful principals. The Aspiring Principals will step into the role of co-leading the work of the school and experience firsthand the importance of leading adults, managing conflict, building community, and moving a school community forward. All of this will be done under the guidance of the Principal. This strategy will provide them with models for the ways in which schools and teachers draw out student potential. By being involved in all aspects of the school, they will get the big picture and be able to think strategically. The Aspiring Principals will be part of an FUSD AC that will include monthly professional learning seminars and a quarterly Saturday workshops. During these seminars/workshops, Aspiring Principals will study teacher performance standards, view videos of teacher practice and define effective teaching, role play conversations with teachers focused on supporting the improvement of their practice. Each Saturday seminar will focus on one or two leadership standards and provide opportunities for the Aspiring Principals to problem solve issues they are experiencing at their schools within the cohort structure.

### Staffing

**Selection** - Through the needs analysis process described above, the administrative team and FTA have identified motivated, reflective, collaborative, and highly effective teachers at the three schools. It is the intent of the district to keep these teachers at Webster, Carver and Yosemite and to identify other highly effective teachers working throughout the district who will be reassigned to these schools. In March, all

teachers at Webster, Carver and Yosemite were given reassignment notices – giving the district the flexibility to select the most qualified and effective teachers for these schools. The administrative team has carefully reviewed the qualifications and effectiveness of the current teachers to determine their ability to work within the turnaround environment. Locally adopted competencies have been developed to screen all current and potential teachers. These include, but are not limited to: demonstrated ability to collaborate with other teachers and function as part of a Accountable Community, ability to move students academically as measured against local benchmarks (GLAS and ACS) and CST scores, content and pedagogical knowledge, and instructional effectiveness. The staff selection process began in May and will be finalized by mid June. At the conclusion of this process, current Webster, Carver and Yosemite teachers will make up no more than 50% of the staff at these schools. Current teachers who are not rehired at the schools will be reassigned to other schools within the district and provided with substantial professional learning and coaching to improve their effectiveness and ease the transition to a new school site. The competencies described above have been used to identify powerful and effective teachers at other schools who would provide an infusion of new talent into Webster, Carver and Yosemite. These individuals have been invited to interview for the openings at these schools.

**Strategies to recruit, place and retain staff** – Because of the increased work year and school day, teachers assigned to these schools will have a substantial increase in annual salary. Incentive funding will be provided to the schools based upon increases in the percentage of students scoring proficient and advanced on the CST; this will translate into additional money for teachers to spend on classroom supplies. Increased opportunities for promotion and career growth will be provided through focused and differentiated professional learning. Because of the demonstration nature of the turnaround schools, teachers and other staff will receive increased public recognition for their work.

**Teacher Pipeline** – Through a partnership with Fresno Pacific University (FPU), highly effective and reflective teachers at Webster, Carver, and Yosemite will be selected as master teachers, provided with training through FPU, and mentor student teachers placed in their classrooms. The student teachers will be provided with high quality clinical experience by clustering them in dual placements with highly qualified master teachers who are paid to participate in a Community of Practice. The focus will be on developing strategies to meet the needs of EL and Special Needs students through differentiated instruction. A lead teacher at each school will serve as the site facilitator for this project, be the liaison with the university and receive a stipend. Master teachers will also receive stipends for participation.

**Ongoing, high-quality, job-embedded professional development aligned with the school's comprehensive instructional program that is designed with the schools' staff** – The vision for these schools is to become centers of educational excellence that will serve as district and regional demonstration sites for teaching and learning. Key to achieving this vision and turning these low performing schools around is the further development of teacher skills and effectiveness. Only highly effective teachers will be placed and retained at Webster, Carver and Yosemite. They will be provided with opportunities to further refine their craft through coaching, site-based

professional learning, the creation of accountable communities, and mentor teacher opportunities.

- Remediation of Instructional Deficiencies: Opportunities will be provided during professional development days to provide differentiated support to teachers needing assistance with the use of pacing guides and full implementation of adopted core and intervention materials. This support will be provided by district instructional coaches, School Support Services curriculum specialists and administrators, and site leadership. Teachers who have not completed SBE approved Reading and Math Professional Development intensive workshop or follow-up hours will do so.
- Accountable Communities and Cognitive Coaching: Teachers at Webster, Carver, and Yosemite will commit to be active participants in High Functioning Accountable Communities that include the use of prep time and after school student hours, and directly support: 1) grade level/subject area teams, 2) full implementation of FUSD initiatives, including the *Safe and Civil Schools*, 3) continuously using data to determine student needs, make instructional decisions and establish performance targets, 4) placing students appropriately into interventions and accelerated programs as determined by assessment data. An AC teacher lead will be identified from each grade level (elementary) and content/subject area (secondary). The AC lead will be provided with additional training and support, receive supplemental pay, and be responsible for taking the lead in facilitation of AC activities.

Understanding that the culture of the school is the foundation for school improvement one of the first steps will be to nurture and build on the cultural norms that contribute to growth<sup>1</sup> (e.g., collegiality, experimentation, high expectations trust, appreciation and recognition, involvement in decision making, traditions, open and honest communication, etc.). This will be accomplished in large part through the development of Accountable Communities. To provide teachers and site leaders with the tools necessary to implement high functioning Accountable Communities, site staff will participate in **Cognitive Coaching training** provided directly by the Center for Cognitive Coaching. This training focuses on the tools and strategies needed to mediate another's thinking. This training is currently provided to instructional coaches to strengthen their coaching skills. At the turnaround schools, it will also be provided directly to all teachers to create a culture that values the development of thoughtful teaching and self-directed learning and Accountable Communities by enabling teachers to become more reflective about their own teaching and help them to serve as "critical friends" to their peers. This training will be provided to all turnaround school teachers over eight one-day sessions spread throughout the 2010-11 school year. Training will be provided by Linda Bersinger whose focus is on leading and coaching school leadership teams in developing and sustaining Accountable Communities. During the eight-day training, participants will learn how to:

- Build trust by developing physical and verbal rapport

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<sup>1</sup> Saphier, J. & King, M. (1985). Good seeds grow in strong cultures. *Educational Leadership*, 42 (6), 67-74.

- Utilize three mediative maps for planning, reflecting and problem resolving
  - Facilitate self-directed learning through reflective questioning
  - Develop teachers' autonomy and sense of community
  - Develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
  - Distinguish four support functions—coaching, evaluating, consulting, collaborating
  - Practice coaching interactions to differentiate for individual needs
  - Apply coaching skills which enhance the intellectual processes of instruction
- Safe and Civil Schools Training: Each school currently receives limited School Psychologist services; these individuals are not on site full time and work exclusively with Special Education students by conducting assessment and participating in the Individual Educational Plan (IEP) Team; they do not provide mental health service to other students except in crisis situations identified by the Threat Assessment Team. Through SIG funds, a full time School Psychologist will be assigned to each school. The School Psychologist will function as a Safe and Civil Schools Facilitator/Coach that will assist teachers and leaders to move towards full implementation of this positive behavior support model, effective functioning of the Student Success Team, and appropriate implementation of a school-wide Response to Intervention program. They will provide job-embedded professional learning to teachers helping them to identify and strengthen behavior support strategies in alignment with Safe and Civil Schools, including expanding their repertoire of positive behavior management skills and strategies for preventing bullying, ability to address disruptive behavior, skills to identify emotional problems requiring targeted and intensive interventions, and identifying patterns of behavior requiring special student groups.
  - Skillful Leader Training: All site leaders are participating in the second year of an initiative aimed at improving their ability to skillfully supervise and evaluate teachers. In addition to working with the lead authors of *The Skillful Leader I* and *The Skillful Leader II*, Alexander Platt and Caroline Tripp, principals and assistant principals are engaged in ongoing professional learning in small Principal Learning Teams and through the regularly structured principal and assistant principal sessions. The Skillful Leader provides strategies that site leaders use to identify and improve mediocre teaching, isolate performance strengths and weaknesses, conduct observation and summary evaluation reports, and strategies for designing improvement plans where the responsibility for change rests with the teacher. Skillful Leader also provides site leaders with the tools to confront and raise the performance of teams and individuals and move schools towards excellence.
  - Skillful Teacher Training: As part of the *Skillful Leader* program, site administrators are providing Skillful Teacher training to teachers at their sites. Ready About Consulting (Alexander Platt and Caroline Tripp) has developed modules addressing the map of pedagogical knowledge that site administrators

are given to take back to their sites and use to provide Skillful Teacher training. FUSD is working with Ready About Consulting to develop and roll out a revised delivery model at Webster, Carver and Yosemite. In addition to training provided by the site administrator, teachers at these schools will receive additional targeted support from Alexander Platt and Caroline Tripp equal to five one half day sessions per year along with monthly site-based *Skillful Teacher* training provided by the FUSD Leadership Development Office. The foundational beliefs of Skillful Teacher are: 1) All students can learn rigorous academic materials at high standards, 2) Important role of interdependence among educators in getting the job done for students, 3) Acknowledgment of the importance of collegial behavior to strong school cultures, 4) Professional knowledge as based on repertoires and matching rather than lists of effective teaching behaviors. Skillful Teacher training focuses on helping teachers to become more reflective about their teaching, and to become more effective by increasing their repertoire of instructional skills and matching the strategies to the current context and environment. In other words matching is about teachers thinking about what behavior to pick from their expanding repertoires in light of the situation, the group, or the characteristics of individual students.

- Coaching: Each school will receive the services of a full time Instructional Coach funded from district Title I funds who will support the implementation of core and strategic/intensive intervention programs for all students. SIG funds will be used to fund an additional full time coach who will support teachers in the implementation of research-based instructional strategies for ELs (i.e., Frontloading, SDAIE, SIOP, etc.). SIG will also fund one full time Technology Specialist at each school; a credentialed teacher who will provide technology support and training to the site in the installation and use of new technology, and ongoing training regarding the integration of technology into the curriculum and the use of technology as an instructional tool. Coaches observe classroom instruction, model or co-teach lessons, and debrief with teachers regarding instructional strategies. All teachers will participate in coaching activities which include four coaching cycles (plan, conduct, reflect on lessons, and revise) per year. Coaches will observe and support teachers in using appropriate lesson design, classroom management strategies, instructional strategies, and student performance data to continuously inform instruction.
- PE Specialist and Art Specialist: Full time Visual and Performing Arts Specialist and PE Specialist will be funded through SIG at Webster. Similar part time positions will be funded at Carver. They will provide classroom release time for teachers to engage in planning/collaboration with other teachers and also provide job-embedded professional learning to teachers focusing on standards-based PE and Art instruction. Although, some of the time the PE/Art teachers are in the classroom, the teacher of record will not be there; at other times they will both be present during the PE and/or Art instruction. These Specialists will build site/teacher capacity by modeling lessons, co-teaching, and providing feedback to teachers regarding Art and PE instruction.

- Demonstration Summer School: A special 15 day summer session will be held at each school site. This program will be designed to provide embedded professional development for teachers, while at the same time providing targeted interventions in ELA and math for students below grade level. Classroom instruction will take place in the morning, and afternoons will be devoted to structured professional learning that facilitates reflection on teaching and learning and collaborative lesson planning. Coaching staff will move throughout classrooms in the morning providing support to teachers and help to facilitate afternoon activities.
- BTSA and PAR Support: Support for new (first and second year) and struggling teachers will be provided through the District's Beginning Teacher Support and Assistance and PAR programs.

### **New Governance Structure**

Implementation will be monitored collaboratively by FUSD and FTA. The SIG school principals will report to a central office leader, such as an Assistant Superintendent, with experience in turning around low performing schools. The SIG principals will meet as a group with this central office leader monthly to review school data and monitor program implementation. A Turnaround Coach, funded through SIG, will provide coaching to the schools and site leadership. Providing support to the SIG schools will be a priority of Executive Cabinet. At each school, an advisory committee will be developed that will include, but may not be limited to FTA leadership, district leadership, principal, community representatives, and parents. The committee will meet at a minimum four times per year. They will review school progress towards achieving student achievement goals, implementation of strategies and interventions, identify school needs, and make recommendations for change as necessary. This structure will provide: 1) increased support, through the Turnaround Coach who provides feedback, direction, and hands-on coaching; and 2) additional support in the form of an AC and a Vice Principal assigned as co-instructional leader at the site who will focus on the use of data.

Webster and Yosemite currently have a full time VP. Carver, because of its size, does not have an assigned VP. As part of the turnaround strategy, Webster and Yosemite will receive an additional VP (Aspiring Principal) paid with SIG funds and Carver's administrative staff will be increased to include a VP paid through district funds. This individual will be a co-leader at the school and receives mentoring from the principal. They will be selected based on proven ability to become a highly effective principal. SIG principals will attend the New Teacher Center Coaching Leaders to Attain Student Success (CLASS) training and participate in a cross-district AC with Long Beach principals from similar schools. The Turnaround Coach will participate in New Teacher Center Coaching Leaders to Attain Student Success (CLASS) training and California Network of School Leadership Coaches. They will function as a school coach and provide continuous site-based support to the leadership at these schools. The Turnaround Coach will provide mentoring to both the principals and the VP (Aspiring Principals) and facilitate district-based ACs for the principals and aspiring principals.

The principals at these three schools have been handpicked by the Superintendent and will be given increased operational flexibility over staffing, school calendars, scheduling, instruction, and budgeting. As a result, they will be given the ability to implement a comprehensive approach to school reform that will result in significant changes to the environment and culture of the schools and substantially improve student achievement.

## **Instructional Program**

The focus on instruction will be an aligned instructional system that includes the written curriculum, the taught curriculum, and the assessed curriculum. Ongoing data analysis will take place in the classroom, through grade level/content ACs, and at the school level through the support of the district level Turnaround Coach. The SIG schools will report directly to the Superintendent and principals will meet with him monthly to review implementation and academic progress.

Deficiencies in the instructional program noted during the school audit process (see needs analysis section) will be immediately addressed at all three schools.

- All teachers will fully implement the SBE and FUSD Board adopted core instructional programs.
- All schools will fully implement, with fidelity, adopted strategic and intensive interventions.
- All teachers will use locally developed and publisher developed assessments to monitor student progress.
- All students will have access to rigorous coursework.
- All students will be provided with school day and afterschool instruction appropriate to their identified needs (i.e., intervention or enrichment).

### Core curriculum

- **ELA** - Houghton-Mifflin K-6 Medallion Series and McDougal-Littell *Language of Literature* 7-8.
- **Math** – enVision Math K-6 and Holt-Rinehart and Winston California Mathematics, Holt-Rinehart and Winston California Mathematics: Algebra at 7-8 according to student placement
- **History/Social Science** – Macmillian/McGraw-Hill *California Vistas* K-5 and Holt, Rinehart & Winston *California Social Studies* 6-8
- **Science** – Harcourt Science K-6 and Holt Science 7-8
- **ELD** –Hampton-Brown *Avenues* K-6 and *Highpoint* 7-8.

### Intervention Programs

- **ELA** – Houghton Mifflin ancillary support materials K-3, *Read 180* at grades 4-6 and SRA Reach *Corrective Reading* at grades 7-8
- **Math** – enVisionMath Diagnostic and Intervention Kit K-6, and America's Choice *Ramp-up to Algebra* and Holt Rinehart and Winston, Course 2 at 7-8
- **SPED** – SRA Reach K-6 and Language! 7-8



All schools will implement a school wide Response to Intervention (RtI) program that will be based upon continuous assessment, real time interventions, and acceleration for students. The goal of the school wide integrated systemic program will be the achievement of all students with an emphasis on prevention and early identification of students with learning difficulties. The schools will provide high quality instruction/intervention matched to student needs and use frequent and ongoing monitoring of student progress to make important instructional decisions about an individual student.

**Strategic interventions** are intended for K-8 student functioning less than two years below grade level and use core content supplemental materials. **Intensive interventions** are intended for K-8 students functioning two or more grades below grade level in reading/language arts and/or mathematics. Far below basic and below basic students will be pre-assessed to determine need for interventions and appropriate placement. They are then assessed weekly and post assessed to determine growth using both paper and electronic systems. During intensive intervention, teachers will create data folders with individual student goals sheets and assist students in the maintenance of data folders. During intensive intervention students will be pre-assessed, monitored, assessed weekly, and post assessed to measure growth using both paper and electronic systems. Schools will implement additional interventions as appropriate and make referrals to other support staff and services as needed.

All 1<sup>st</sup> through 6<sup>th</sup> grade teachers will implement math using a consistent lesson design structure that is paced according to assessment cycle and formative assessment data. They will implement Beyond the Basic Facts for 30 minutes per day following the order of operation identified for each grade. Beyond the Basic Facts focuses on basic computational and procedural skills, while incorporating active participation and presentation by students of the problem solving process. Teachers will administer and record quarterly status checks on AIS/ATLAS to monitor growth. Teachers will design and instruct mathematics using Math Lesson Design and provide 60 minutes of math instruction using a problem of the day that includes: lesson opener; input, modeling, structured practice; guided practice; presentation by students; closure; and preview.

At Yosemite, 7<sup>th</sup> grade students requiring math intervention will participate in a Ramp Up to Algebra class. 8th graders identified as strategic will participate in a two hour math lab during the first quarter and be placed in Algebra 1 A and B for the rest of the year. Intensive intervention students will participate in a two hour Math lab in the fall and a 2 hour Algebra 1A lab in the spring.

EL instruction will be based on effective instructional practices outlined by the recommendations of the National Literacy Panel Report on Language-Minority Children and Youth<sup>2</sup> and other research<sup>3 4</sup>. Research-based strategies including front-loading,

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<sup>2</sup> August, D. and Shanahan, T. (Eds.). (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahawah, NJ: Lawrence Erlbaum Associates, Inc.

<sup>3</sup> Francis, D., Rivera, M., Lesaux, N., Kieffer, M., Rivera, H. (2006). *Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations*

Systematic ELD, the Structured Instructional Observation Protocol (SIOP) model, scaffolding, and strategies to maximize instructional moments throughout the school day will support students in accessing the core curriculum<sup>5</sup>. In addition to the core content, ELs will (based upon proficiency level) receive systematic English Language Development (ELD) using *Avenues K-6* and *Highpoint 7-8*. ELD instruction will be explicit and focus on English as a separate discipline that follows a developmental scope and sequence of language skills and will build from simple to complex structures within the context of a range of every day and academic language functions. As Saunders, Foorman and Carlson<sup>6</sup> have shown, providing specific blocks of instruction in English language development leads to gains in measures of oral language proficiency. Systematic English Language instruction:

- Explicitly teaches language by assessed proficiency level
- Emphasizes oral language development (listening and speaking) through carefully structured, purposeful and engaging interactions
- Lays out a scope and sequence of grammatical forms and sentence structures needed to communicate for a range of purposes (functions)
- Teaches vocabulary for social and academic purposes moving from general to increasingly precise words
- Provides ample oral and written practice for application of newly taught language in authentic contexts
- Does not replace literacy or other content instruction, but rather equips English Learners with the language they:
  - Are not likely to learn outside of school,
  - Will not be taught in any other content area, and
  - Are expected to use every day for academic and real life purposes.

All teachers at Webster and Carver will be trained in and use frontloading strategies following the model developed by the California Reading and Literature Project. Front-Loading instruction will occur through the school day across all content areas. Front-loading is a focus on language preceding a content lesson. The linguistic demands of a content task will be analyzed and taught in an up-front investment of time to make the content understandable to the student. Front-loading will focus not only on the vocabulary, but also to the forms or structures of language needed to discuss the content and build background knowledge.

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*for Instruction and Academic Interventions*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

<sup>4</sup> Slavin, R., and Cheung, A. (2003). . *Effective Reading Programs for English Language Learners: A Best-Evidence Synthesis*. Center for Research on the Education of Students Placed At Risk: John Hopkins University.

<sup>5</sup> Dutro, S., and Moran, C. (2002). Rethinking English Language Instruction: An Architectural Approach. In G. Garcia (Ed.), *English Learners: Reaching the Highest Level of English Literacy*. Newark, DE: International Reading Association.

<sup>6</sup> Saunders, W. M., Foorman, B. P., & Carlson, C. D. (2006). Do we need a separate block of time for oral English language development in programs for English learners? *The Elementary School Journal*, 107, 181–198.

In addition to systematic ELD instruction for EL level 1-3 students, Yosemite teachers will implement Sheltered Instruction Observation Protocol (SIOP) model for EL students in math, ELA, history/social science and science. Training is provided by FUSD's Secondary English Learner Services Coordinator and implementation will be supported by a full time EL coach assigned to the school. The eight components of the SIOP Model are designed to increase the academic achievement of ELs by supporting their language development and making grade-level academic content comprehensible to them. The SIOP Model is heavily informed by research on second language learning, but it also uses instructional practices recommended for mainstream students such as hands-on materials and cooperative learning. The SIOP Model will benefit all learners and helps to ensure that teachers have the tools to meet the unique educational needs of ELs as they simultaneously acquire proficiency in English and in the content areas.

Increased pathways for student success will be provided at Yosemite through the development of Pre AP course offerings. In collaboration with the College Board, FUSD is developing a Pre AP approach to teaching history/social science. Through a 90 minute block that integrates ELA and History/Social Science, students will build the knowledge and skills necessary for success in AP course work, while, at the same time, dramatically improving ELA skills. Students in these courses will build skills of directness, accuracy of data, and presentation. In addition, students will develop reading, writing, and thinking skills that will prepare them for future Advance Placement courses by nurturing their ability to understand bias, sources of validity, and interpretation. Finally, the Pre-AP courses will be structured in such a way that students will gain knowledge through understanding the subject matter rather than memorizing dates and facts. Pre-AP classes in World History grade 7 and U.S. History grade 8 will be offered as part of the 90 minute block combined with ELA instruction. These classes will provide the student an opportunity to engage and develop three critical skill-sets (reading, writing and thinking) within the context of the twin focus areas of History-Social Science content and strategic instruction. The Pre-AP courses, when successfully mastered, will enable students to move through the H-SS course sequencing better prepared to meet the challenge and rigor of an AP program.

A History/Social Studies Teacher/Coach will work closely with the English department to refining and implementing the Pre AP coursework. This individual will also be responsible for developing school-wide events and activities that support the infusion of World/U.S. history and social justice themes into the school environment (e.g., peace garden, renaissance fair, world culture festivals, etc.). Elective courses at Yosemite will include Spanish, Music, Technology (for advanced technology-based projects), and Art. A full time Art Teacher will be funded from the SIG grant. Student art activities will focus on outdoor and indoor permanent and temporary art displays that will help to transform the appearance of the school.

Yosemite will also expand its AVID program to include a full time AVID teacher that will facilitate the AVID elective class for up to 140 students. There will be two AVID sections at 7<sup>th</sup> grade and two sections at 8<sup>th</sup> grade. Additionally the AVID teacher will be available for an additional period to provide tutorial support to students enrolled in this elective course. AVID provides rigorous academic and social-emotional support that develops test-taking skills, goal setting, analytical reasoning, writing skills, and problem

solving skills. AVID will target services to identified underachieving “middle-of-the-road” students who are traditionally under-represented at colleges and universities

Carver and Webster will each have Art and PE Specialists (full time at Webster and part time at Carver). These individuals will provide standards- based instruction aligned with the State Frameworks at all grade levels and provide classroom release time for core teachers allowing them to devote additional time to AC activities. Through music, art, and drama students will learn about other cultures and times. The arts will transform the learning environment and make the classroom a more collaborative environment in a natural way. Given the opportunity to be creative, children express themselves, look at things differently, and learn to discuss different points of view. Physical education will include study of the human body and its care and fitness, and social education. Physical education will include spatial awareness (the relationship of oneself to others), movement (development of basic motor skills and body movement through exercise), adventure challenge (use of problem-solving skills requiring cooperative group work), athletics (development of skills linked to running, jumping and throwing), dance (development of movement in relation to music), games (learning skills, rules, and techniques related to games), gymnastics (development of body control through skill-related exercises, and health (maintaining a healthy lifestyle through fitness). The core PE curriculum will be EPEC (Exemplary Physical Education Curriculum that is aligned to Californian PE Standards/Framework and National Association for Sport and Physical Education (NASPE) standards.

Steve Gonzalez, Carver’s new principal, has been transferred from his assignment as principal at a successful downtown science magnet elementary school that he opened. Building upon his experience in developing a successful hands-on science program, he will develop two science labs at Carver (one for 5<sup>th</sup> grade and one for 6<sup>th</sup> grade). In addition to the core Harcourt Science curriculum, the science labs will provide hands-on science instruction using the Full Option Science System (FOSS) developed by the Lawrence Livermore Lab. This will be completed by the use of the Delta Science Reading Program, developed by Lawrence Livermore, in the after school program. The focus will be to get students excited about learning, promote reading in the content area, present key science content and vocabulary, help students develop informational literacy skills, promote scientific inquiry, and support and extend the content of hands-on activities

Technology will be an integral instructional and learning tool for all students at each of the schools. SIG funds will be used to purchase additional technology to ensure that each student has a laptop computer, that all students participate in the electronic student portfolio program, and that all teachers have cutting edge technology tools in their classrooms and are trained and supported in the use of this equipment. Students will save information, projects, lectures, and written work to their computers, and will then they (and their parents) will be able to access all of their information at home and in the library. Technology will be a vehicle for completing student-centered project-based learning, accessing source documents, building background knowledge, and communicating with classrooms/students in other locations. Sites will be supported in the use of technology by a full time certificated Technology Specialist assigned to each school. Webster and Yosemite will use SIG funds to purchase equipment necessary for virtual field trips (monitors, cameras, sound systems, etc.) to provide

students with opportunities to communicate with other classes around the world, take field/study trips to learning laboratories they would not otherwise have the opportunity to visit (e.g., San Diego Zoo, Smithsonian, Antarctica, etc.)

**Students will commit to:**

- Help create a school that allows them and their peers to learn and teachers to teach
- Wear a school uniform every day
- Work, think, and behave in a way that exhibits the highest academic and character proficiency
- Model the values of care, respect, responsibility, honesty and trustworthiness
- Complete assigned homework every night
- Take ownership of their learning by setting and achieving rigorous academic achievement goals
- Ask for help when they do not understand something
- Let teachers and parents know when they are having a hard time at school or at home
- Tell the truth and accept responsibility for their own actions
- Arrive on time, every day for school
- Attend interventions as assigned (before school, after school, Saturday School, and/or summer school)

**Parents will commit to:**

- Help their child to succeed by doing whatever it takes in support of his/her learning
- Ensure their child arrives at school on time, every day
- Make sure their child attends any additional interventions assigned beyond the regular school day
- Check their child's homework to make sure it is complete
- Read to or have their child read every night
- Let the school know if their child is going to miss school and make sure any missed work is made up
- Attend quarterly parent/teacher conferences
- Ensure their child follows the school uniform policy
- Become familiar with and support school/district rules and expectations

**Use of Student Data to Inform Instruction**

FUSD's current Assessment Information System is discussed on page 7 of this application. Starting in August 2010, FUSD will roll out the new Achievement, Technology, Learning and Assessment System (ATLAS) developed by FUSD and Microsoft to replace the existing *PowerSchool* and mainframe systems for tracking enrollment, scheduling, attendance, report cards, behavior, analytics and grades. ATLAS will not replace the information currently in AIS, but will provide this information in a much more user friendly manner to teachers, students and parents. The new

system will save money, more easily track student data, help with targeted intervention and combine the entire district's student database. The system was designed by teachers and is student-centric with easy-to-use functions and key indicators to provide quick access to the information teachers need. The integrated grade book and attendance feature will provide timely information for students and parents.

Using the District Data Dashboard as a model, each school will develop its own Data Dashboard that will be used as the focus point for ACs and the site-based quarterly cycle of review process. The Data Dashboard will include information about student achievement, instruction, implementation of district initiatives, professional learning, resource allocation, etc. All dashboard elements will include targets and show growth towards the targets. The Data Dashboard and ATLAS will be tools for continuous improvement and development of the annual Single Plan for Student Achievement.

The establishment and tracking of individual student, classroom, grade level, and school performance targets will drive the continuous improvement of these schools. All staff at the schools will commit to full utilization of the ATLAS and the Data Dashboard. The Turnaround Coach and the Research, Evaluation and Assessment Analyst assigned to these schools will support the continuous use of data to inform instruction, identify student needs, and provide "real time" interventions for students. This will be accomplished through site-based professional learning and the work of the teacher ACs. The additional vice principal (Aspiring Principal) will work closely with coaches (instructional, ELD, and technology) and the grade level/content area ACs to ensure full utilization of ATLAS, support teacher growth in data analysis skills, and model appropriate strategies for using data to identify and address student needs. This information will be used to coordinate and individualize instruction for each student. ACs will focus their work on four critical questions: 1) What do we want students to learn? 2) How will we know if they have learned it? 3) What will we do if they don't learn it? 4) What actions are needed to increase fidelity/quality of implementation, try new strategies, re-teach, etc.? ACs will meet weekly. During teacher AC meetings, staff will record the major activities that the teacher/grade level/school is planning to implement, develop/identify assessments to be used to measure outcomes, record the strategies implemented, including the level of fidelity and quality, assess students at the appropriate points in the instructional process, conduct an analysis of outcomes (when results are available), reflect on the outcomes in light of the level of implementation, and make decisions impacting planning for the next cycle of instruction.

Through the use of digital portfolios, students will directly participate in this assessment and continuous improvement process. Student work will be uploaded to their "My Site" on the District SharePoint website creating a digital portfolio to share with teachers, other students, parents and the community. The portfolio can be modified for a particular focus, theme, or grade level. The portfolio represents a learning history bringing together curriculum, instruction and assessment. Through the use of portfolios teachers and students can develop a shared understanding of what constitutes quality work. The main characteristics of a portfolio include student-centered projects, student active learning, student responsibility, student reflection, and a showcase of student work.

The following table provides information regarding local assessments that will be incorporated into each school's Data Dashboard and reviewed as part of the Cycle of Continuous Improvement meetings and, on a continuous basis, by the site ACs. In addition to the information below, the ACs will also review student grades, end of unit/theme tests, and other classroom/student artifacts. Student learning will be continuously assessed by teachers using publisher assessments and site/teacher developed assessments. ACs will identify assessment occasions based on critical concepts/skills needed at points in time during instruction; select assessment format (multiple-choice, constructed response, various checking for understanding strategies); establish instructional adjustment triggers (e.g., if a student/class scores above/below "75%" this will trigger a re-teaching experience or intervention); and make instructional adjustments based on findings specific to emerging student gaps.

<b>DISTRICT ASSESSMENTS</b>	
Assessment	Dates
<b>Elementary Schools (K-6)</b>	
Kindergarten Assessment of Individual Growth (KAIG)	Nov., Feb., May
Grade Level Assessment of Standards (GLAS) ELA – grades 1-6	Nov., Feb., May
Fountas & Pinnell Benchmark Assessment System - K-6 as applicable to assess reading comprehension	Kinder, mid and end of year; 1-6, beginning, mid, and end of year
Grade Level Assessment of Standards (GLAS) Math – grades 1-6	Oct., Jan., March
District Writing Samples	Oct., Feb., May
English Language Development Assessment (ELDA)	Nov., March
California Healthy Kids Survey (CHKS) – grades 4-6	September
<b>Middle Schools (7-8)</b>	
History Test – World History, 7 <sup>th</sup> grade – U. S. History, 8 <sup>th</sup> grade	Oct., Dec., March
Assessment of Critical Standards (ACS) ELA	Oct., Jan., March
Assessment of Critical Standards (ACS) Math	Oct., Jan., March
U. S. Constitution – 8 <sup>th</sup> grade	May-June
Writing Samples	August, January
English Language Development Assessment (ELDA)	Oct., Jan., March
California Healthy Kids Survey (CHKS)	September
<b>All District</b>	
Parent Survey	December
Social/Emotional Staff Survey	February

### Increased Learning Time

The instructional day at each school will be lengthened by a minimum of 45 minutes, up to a maximum of 90 minutes per day, and the school year will be increased five days, from 180 to 185. Additionally, teachers will work longer days and agree to be on campus for 8.5 hours per day. The teacher duty year will be increased from 183 to

195 days to allow for the increased instructional days, planning/collaboration time before the start of the school year, and professional development time on non-school days during the school year. Teachers will also work up to 15 additional days during the summer to provide targeted instruction to students who are below grade level in ELA and/or math and be available to provide academic support to struggling students after the regular school day. To support professional learning, teachers will be provided with supplemental pay for participating in training during the summer vacation and with substitute release time during the school year.

Summer extended year programs will target the individual needs of students at different grade levels. For Webster and Carver the summer program will focus on targeted interventions in ELA and math for students who are identified as “most significantly at risk.” The program will provide intensive support focused on key identified ELA/math standards. Students will be identified by district benchmark assessments (GLAS for 2<sup>nd</sup> through 6<sup>th</sup> graders, and ACS for 7<sup>th</sup> and 8<sup>th</sup> graders). For Yosemite the summer program will provide ELA/math intervention for students identified as “most significantly at risk”, mathematics enrichment opportunities for students not at risk, a bridge program for incoming 7<sup>th</sup> graders, credit recovery (Algebra I), and acceleration (Spanish I). These programs will also be used as a venue for providing intensive professional development to teachers.

Webster, Carver, and Yosemite have CDE funded after school programs. Through the turnaround model, the after school program will be strengthened to directly support what is going on during the school day. As a result of the teachers’ extended work day, they will be on campus after school to provide tutoring to their own students. Teachers will provide after school academic support to students and work directly with after school staff to structure individual learning plans that will guide each student’s participation in the after school program. All students will be expected to participate in either before school programs (when available) or after school programs. Parents and older students will sign school contracts at the beginning of each year agreeing to attend before/after school programs if formally referred by school staff. Students who are on grade level will be provided with academic enrichment activities designed to prepare them for more advanced coursework through well structured and engaging project-based learning. A full time School Engagement Specialist position will be funded through the grant. One of their responsibilities will be to outreach to students and parents to increase participation in after school programs. Through the teacher AC process and through the Student Success Team, students who require additional academic support will be formally referred (and required) to participate in before/after school programs. These programs will be structured so that students must attend intervention/academic support programs before they are allowed to participate in enrichment and sports activities.

### **Social-Emotional and Community Oriented Services**

Positive Behavioral Support System - The schools will fully implement the district’s three tiered model of Positive Behavioral Support (PBS) including **universal** (preventative, proactive support for all students, by all staff, in all settings), **targeted** (rapid response and focused support for students identified as at-risk), and **intensive** (intense, durable, assessment-based support for individual students) behavior support



based upon student level of need. Universal supports include: the *Safe and Civil Schools* program (school-wide foundational programs, classroom programs, and strategies for small groups and individual students using a Behavioral-Response to Intervention model); *Second Step*, and *Character Counts*. Safe and Civil Schools includes the implementation of a classroom management system that supports a variety of routines, rules, consequences and motivation techniques that ensure the students are academically engaged and emotionally thriving. Targeted Actions are for the 15% to 20% of students who need additional support, and include rapid response and focused support for students identified as at risk, targeted in-class behavior supports for small groups and individual students (Safe and Civil Schools CHAMPS), referral to Student Success Team, counseling (individual, family, group), case management, and behavior plans. Intensive Interventions are for approximately 7% of students who require even more services, and include intensive assessment-based support for individual students, Child Protective Services referrals, Special Education Referral, Alternative Education Placement, Crisis Intervention, Psychosocial risk assessment, and Counseling (individual, family, group).

School Psychologists will be an integral part of the Student Success Team (SST) and reinforce adopted procedures and protocols for referring students for services. School Psychologists will also provide presentations in a classroom setting, parent meeting or with school personnel. Age appropriate classroom presentations will be made on a variety of topics including social skills, grief management, conflict resolution, bullying, anger management, adjustment to divorce, peer relationships, substance abuse prevention, and time and homework management. Educational presentations to staff and parents are also made on topics such as mandated child abuse reporting requirements, recognition of student problems (mental health issues, drug use, gang involvement, suicide risk and social problems), and parenting skills (home routines, behavior management, and child development). Counselors will play a critical role in helping the school to fully implement the Positive Behavioral Support (PBS) system by providing training regarding analyzing office disciplinary referrals to determine the appropriate tier of services within the PBS to place a student.

Conflict Resolution and Peer Mediation – The CSU Fresno Mediator Mentors program is a university-public school partnership in which future teachers, counselors, social workers and school psychologists support the development of conflict resolution skills in school children. Teachers and selected students at Webster, Carver and Yosemite will receive eight to 10 hours of communication and conflict resolution training. A cadre of mediator mentor teachers will be identified at each school to support student peer mediation activities and university mentors (college students) will help with the implementation of the program. A group of students (representative of the student population) is nominated from each school to participate in the training. Peer mediators are assigned in pairs and provided with weekly schedules of days and locations on campus to provide services. The mediation process involves active listening and is designed to help students to identify the problem, express how they feel about it, identify what sort of resolution they want and what they are willing to do to solve the problem. This program has shown to increase student leadership skills, empowers students to problem solve among themselves; positively impacts school climate, and

reduces behavior issues by settling student disputes before they escalate and become behavior issues.

**Counseling Services:** Funds have been set aside in the SIG budget for contracted counseling services at each of the schools. Licensed Marriage and Family Therapists or Licensed Clinical Social Workers will provide individual, family, and group counseling services to these schools. These clinicians will also support parent education and engagement activities. The treatment focus will be promoting academic and behavior success, improving attendance, and increasing personal empowerment, hope, respect, self responsibility, and positive social connections. Each student referred to counseling will go through an assessment of their needs, issues and level of risk. All students will be assessed for high risk areas including risk of harm to self or others, child abuse or neglect, exposure to domestic violence, and substance use/abuse. Based on the assessment of needs and risks, a treatment plan will be developed in conjunction with the student and/or family. This initial treatment plan may be for crisis intervention and follow-up, on-going counseling, a referral to community resources, or a referral to long-term counseling off campus. Counselors will solicit on-going feedback from school personnel and parents related to the progress and changing needs of the student.

**Student Engagement:** A full time Student Engagement Specialist will be placed at each school. This individual will be responsible for outreaching to students, parents and the community to increase student access to and participation in school events, sports activities, afterschool programs, and other activities in an effort to increase school engagement and involvement of underrepresented groups in these programs. They will also promote student leadership activities, and help to facilitate school-wide thematic events such as career days, student portfolio showcases, parent education programs, etc.

## **Parent Involvement**

FUSD's Department of Community and Family Engagement, is in the process of developing a Parent University (PU). The purpose of PU is to increase parent involvement in the schools and empower parents to raise children who are successful in school, and in life. Workshops will be held in schools, community centers, and at the FUSD Adult School. Workshop will cover topics such as: early home literacy activities, helping your child with homework, helping children to prepare for end of grade and end of course tests, preparing for Kindergarten, school choice and transfer procedures, career and college guidance, college application process, scholarships, etc. Specially tailored sessions will be held at each of the SIG schools. Parent University represents a tiered system of support focused on engaging, connecting, and empowering parents. Tier II includes school accountability training so they can take on the role of holding the school accountable to its goals and the turnaround model.

**Tier I** (baseline services): Everything a Parent Should Know About Their School; English Language Arts/English Language Development – What a Parent Should Know; Mathematics in Grades K-6 – It Begins Here; Pathways, IB, AP, AVID and Magnet Programs in FUSD – Why Are They Successful?; Next Steps – Applying What I Have Learned to Ensure My Child's Success in School. **Tier II** (focused learning): Parent involvement – It's Our Civic Duty; Leadership Skills – Engaging Our Families to Help

Improvement Achievement; Communicating the Importance of Collaborating with the Community; Roberts Rules of Order The Adopted Parliamentary Authority; School Leadership –What Role Can I Play to Help?; District Bus Tour – What’s Happening in FUSD?; Meet and Greet Recognition Program and Connection to Community Resources. **Tier III** (targeted parent learning), for the parents of the neediest students, is still being developed and will include information concerning suspension and expulsion, truancy/attendance, foster care issues, A-G requirements and gaps, promotion and retention, IEPs, etc.

Contracted counseling staff will also provide parent education. Parent education workshops will be conducted on topics such as depression, suicide, substance use/abuse, and discipline. These are conducted as part of Back-to-School Nights, parent meetings, parent coffee hours, and PTA meetings. In addition, Anger management classes on campus for students with behavior and emotional problems. Courses are offered to help teach adults and teens how to recognize their anger cues, both physical and emotional, and to find healthy alternatives to negative or violent behavior. Direct services also include parenting education/collateral services to assist parents/guardians in helping to support, understand and accept the student’s condition and involve them in the planning and implementation of the student’s condition and involve them in the planning and implementation of the student’s plan of care. These contacts may be made by telephone or face-to-face. Parents will be strongly encouraged to participate in every phase of the counseling.

Teachers will meet four times per year with parents to review student progress, review/revise academic and social emotional goals, and discuss next steps. The Student Engagement Specialist will help to support parent engagement activities such as student portfolio days, career days, bring a parent to school days, etc. Parent centers will be established at each school and serve as a resource to the community.

#### **IV. RECRUITMENT, SCREENING, AND SELECTION OF EXTERNAL PROVIDERS (if applicable).**

NA – FUSD will not contract with external providers to assist with the implementation of the overall school reform initiative.

#### **V. ALIGNMENT OF OTHER RESOURCES WITH THE SELECTED INTERVENTION MODEL.**

Fresno Unified’s funding allocation policies support funding equity within the district. Schools are not funded equally, however they ARE funded equitably. While following the allocation requirements for each program, the District looks for ways to maximize resources to maximize student achievement. Fresno Unified has creatively sought ways to provide “whatever it takes” to turn around its lowest performing schools. All resources are directly tied to specific turnaround strategies in the Single Plan for Student Achievement (SPSA) developed by each school. Following are specifics of the ways that funds are allocated to support equity.

- **Title I Site Allocations:** Title I is allocated to sites based on poverty, with higher poverty schools receiving a higher proportion of funding than lower poverty schools. This supports equity since schools with more high need students receive a greater share of the funding.
- **Targeted Improvement Actions:** Fresno Unified reserves Title I funds “off the top” to provide support and professional development to low performing schools, in the form of “Targeted Improvement Actions” (TIAs). TIAs support equity by providing supplemental support to individual schools based on identified need, including program improvement status. Title I is a primary source of funding for TIAs, however other budgets are also used, including unrestricted general fund. TIAs include positions such as: Instructional Coaches, Program Managers, Teachers on Special Assignment, Intervention Teachers, AVID Teachers, Transition Teachers, Categorical Counselors, CAHSEE Intervention Teachers, etc.
- **EIA-SCE Site Allocations:** Economic Impact Aid- State Compensatory Education (EIA-SCE) is allocated to sites based on the number of students not proficient in English language arts and/or mathematics. This allocation formula is equitable since schools with lower proficiency levels on the California Standards Test (CST) receive more EIA-SCE funding that is used to improve achievement.
- **EIA-LEP Site Allocations:** Economic Impact Aid-Limited English Proficient (EIA-LEP) is allocated to sites based on the number of English Learners. Site allocations fund turnaround strategies unique to English Learners, while centralized EIA-LEP is used to fund support from the district level, including professional development and EL instructional coaches. Allocation of EIA-LEP funds to support English Learners promotes equity in closing the achievement gap.

### **Carver School Budget 2010-11 as of 5/28/10**

(Budget will be revised to reflect the new 5<sup>th</sup>/6<sup>th</sup> grade configuration)

None of the site categorical funds have been budgeted at this point; these funds are available to the new principal to support the turnaround.

Fund	Unit	Dept	2010-11 Budget	FTE	Fund Name	Unit Name
030	0115	0080	\$7,595	0	General Fund-Unrestricted	Middle School Education
030	0134	0080	\$1,000	0	General Fund-Unrestricted	Alternative Education
030	0172	0080	\$40,079	0	General Fund-Unrestricted	Extracurricular & Co-curricular
030	0624	0080	\$7,500	0	General Fund-	Library Program

Fund	Unit	Dept	2010-11 Budget	FTE	Fund Name	Unit Name
					Unrestricted	
030	0656	0080	\$125	0	General Fund- Unrestricted	Student Health Services
030	0734	0080	\$4,679	0	General Fund- Unrestricted	Plant Maintenance & Operations
030	7140	0080	\$280	0	General Fund- Unrestricted	Gifted & Talented Education (GATE)
030	7395	0080	\$6,092	0	General Fund- Unrestricted	School & Library Improvement
060	3010	0080	\$11,352	0	General Fund- Restricted	IASA:Title I Basic Grants Low
060	6500	0080	\$400	0	General Fund- Restricted	Special Education
060	7090	0080	\$41,934	0	General Fund- Restricted	Economic Impact Aid: State Comp
060	7091	0080	\$30,000	0	General Fund- Restricted	Economic Impact Aid: Limited English
060	7400	0080	\$271,902	0	General Fund- Restricted	Quality Education Investment Act of 2006
030	0115	1080	\$816,398	12.8725	General Fund- Unrestricted	Middle School Education
030	0672	1080	\$47,006	1	General Fund- Unrestricted	Security Office
030	0734	1080	\$171,962	3	General Fund- Unrestricted	Plant Maintenance & Operations
060	3010	1080	\$125,398	1.4	General Fund- Restricted	IASA:Title I Basic Grants Low
060	3011	1080	\$145,955	2	General Fund- Restricted	IASA:Title I Neglected
060	3310	1080	\$20,582	0.875	General	Idea Basic Local

Fund	Unit	Dept	2010-11 Budget	FTE	Fund Name	Unit Name
					Fund- Restricted	Aid: Spec. Ed.
060	6500	1080	\$101,243	1	General Fund- Restricted	Special Education
060	7090	1080	\$18,062	0.2	General Fund- Restricted	Economic Impact Aid: State Comp
<b>Total</b>		<b>\$1,869,544</b>				

**Carver 2010-11 Positions as of 5/28/10**

(Positions will be revised to reflect the new 5<sup>th</sup>/6<sup>th</sup> grade configuration)

This chart shows only positions supported through district unrestricted and categorical funds, because site categorical funds have not yet been budgeted.

Fund	Unit	Dept	TITLE	FTE	Fund Name	Unit Name
030	0115	1080	ELEM TCH	5	General Fund- Unrestricted	Middle School Education
030	0115	1080	Principal III	1	General Fund- Unrestricted	Middle School Education
030	0115	1080	Inst Aide	.4375	General Fund- Unrestricted	Middle School Education
030	0115	1080	Inst Aide	.375	General Fund- Unrestricted	Middle School Education
030	0115	1080	Att Rec	.75	General Fund- Unrestricted	Middle School Education
030	0115	1080	Sch Off Mgr III	1	General Fund- Unrestricted	Middle School Education
030	0115	1080	Noon Time Asst	.31	General Fund- Unrestricted	Middle School Education
030	0672	1080	Stud Safety Asst	1	General Fund- Unrestricted	Security Office
030	0734	1080	Custodian	2	General Fund- Unrestricted	Plant Maintenance & Operations
030	0734	1080	Plant Coord II	1	General Fund- Unrestricted	Plant Maintenance & Operations
060	3010	1080	AVID Tch	.4	General Fund- Restricted	IASA:Title I Basic Grants Low
060	3010	1080	Lit Coach	1	General Fund- Restricted	IASA:Title I Basic Grants Low
060	3011	1080	LIB MED Teacher	1	General Fund- Restricted	IASA:Title I Neglected

Fund	Unit	Dept	TITLE	FTE	Fund Name	Unit Name
060	3011	1080	Lib Media Technician	1	General Fund-Restricted	IASA:Title I Neglected
060	3310	1080	Inst Asst SE/Resource	.875	General Fund-Restricted	Idea Basic Local Aid: Spec. Ed.
060	6500	1080	RES SPEC SE	1	General Fund-Restricted	Special Education
060	7090	1080	Campus Culture Tch	0.2	General Fund-Restricted	Economic Impact Aid: State Comp

Additional resources for Carver included, but are not limited to:

- ASES - \$170,062 (base grant, plus before school grant)
- 21<sup>st</sup> CCLC - \$146,450 (base grant, plus family literacy grant)
- Full Service Community Schools - \$500,000 (not all funds directly target Carver students/families – grant also provides services to nearby elementary schools and the community)
- School Psychologist hours (approximately 8 per week for special education testing, assessment and referral)
- Approximately 15% of an EL Coach's time
- District support from content coordinators (ELA, Math, Science, PE, History/Social Science)
- Training in district initiatives (Skillful Leader, Frontloading, SIOP, Response to Intervention, full implementation of adopted curriculum, use of assessments to inform instruction, etc.)

### **Webster 2010-2011 School Budget as of 5/28/10**

New principal developed the site budget, but may be revised based upon the finalization of the planning process.

Fund	Unit	Dept	2010-11 Budget	FTE	Fund Name	Unit Name
030	0110	0480	\$11,621	0	General Fund-Unrestricted	Elementary Education
030	0172	0480	\$3,194	0	General Fund-Unrestricted	Extracurricular & Co-curricular
030	0624	0480	\$5,000	0	General Fund-Unrestricted	Library Program
030	0656	0480	\$190	0	General Fund-Unrestricted	Student Health Services
030	0734	0480	\$5,137	0	General Fund-Unrestricted	Plant Maintenance & Operations
030	7395	0480	\$15,072	0	General Fund-Unrestricted	School & Library Improvement
060	3010	0480	\$40,568	0	General Fund-Restricted	IASA:Title I Basic Grants Low

Fund	Unit	Dept	2010-11 Budget	FTE	Fund Name	Unit Name
060	5370	0480	\$28,262	0	General Fund-Restricted	Child Nutrition: Fresh Fruit & Vegetables
060	6010	0480	\$94,923	0.4375	General Fund-Restricted	After School Education & Safety Program (ASES)
060	6500	0480	\$800	0	General Fund-Restricted	Special Education
060	7090	0480	\$74,298	0.625	General Fund-Restricted	Economic Impact Aid: State Comp
060	7091	0480	\$48,480	0.25	General Fund-Restricted	Economic Impact Aid: Limited English
030	0110	1480	\$1,792,148	20.05	General Fund-Unrestricted	Elementary Education
030	0734	1480	\$199,087	3.5625	General Fund-Unrestricted	Plant Maintenance & Operations
060	3010	1480	\$300,089	3.1375	General Fund-Restricted	IASA:Title I Basic Grants Low
060	3011	1480	\$31,978	0.625	General Fund-Restricted	IASA:Title I Neglected
060	3310	1480	\$55,971	1.625	General Fund-Restricted	Idea Basic Local Aid: Spec. Ed.
060	6500	1480	\$157,867	2	General Fund-Restricted	Special Education
<b>Total</b>			<b>\$2,864,685</b>			

**Webster 2010-2011 Positions as of 5/28/10**

Fund	Unit	Dept	TITLE	FTE	Fund Name	Unit Name
060	6010	0480	Inst Asst Aft Sch	.4375	General Fund-Restricted	After School Education & Safety Program (ASES)
060	7090	0480	Tutor	.625	General Fund-Restricted	Economic Impact Aid: State Comp
060	7091	0480	Tutor	.25	General Fund-Restricted	Economic Impact Aid: Limited English
030	0110	1480	ELEM TCH	17	General Fund-Unrestricted	Elementary Education
030	0110	1480	VP I/PRG MGR	.3	General Fund-Unrestricted	Elementary Education
030	0110	1480	PRINC II	1	General Fund-Unrestricted	Elementary Education
030	0110	1480	Sch Off Asst	.75	General Fund-	Elementary



Fund	Unit	Dept	TITLE	FTE	Fund Name	Unit Name
					Unrestricted	Education
030	0110	1480	Sch Off Mgr I	1	General Fund-Unrestricted	Elementary Education
030	0734	1480	Custodian	2.5625	General Fund-Unrestricted	Plant Maintenance & Operations
030	0734	1480	Plant Coord I	1	General Fund-Unrestricted	Plant Maintenance & Operations
060	3010	1480	Tutor	0.4375	General Fund-Restricted	IASA:Title I Basic Grants Low
060	3010	1480	Lit Coach	1	General Fund-Restricted	IASA:Title I Basic Grants Low
060	3010	1480	Resource Tch	1	General Fund-Restricted	IASA:Title I Basic Grants Low
060	3010	1480	VP I/PRG MGR	0.7	General Fund-Restricted	IASA:Title I Basic Grants Low
060	3011	1480	Lib Media Tech I	0.625	General Fund-Restricted	IASA:Title I Neglected
060	3310	1480	Inst Asst SE Lrn Hndcp	0.75	General Fund-Restricted	Idea Basic Local Aid: Spec. Ed.
060	3310	1480	Inst Asst SE/Resource	0.875	General Fund-Restricted	Idea Basic Local Aid: Spec. Ed.
060	6500	1480	RES SPEC SE	2	General Fund-Restricted	Special Education

Additional resources for Webster included, but are not limited to:

- ASES - \$112,500 base grant for after school programs
- School Psychologist hours (approximately 12 hours per week for special education testing, assessment and referral)
- School Social Worker – 1 FTE
- Approximately 20% of a district EL Coach's time
- District support from content coordinators (ELA, Math, Science, PE, History/Social Science)
- Training in district initiatives (Skillful Leader, Frontloading, SIOP, Response to Intervention, full implementation of adopted curriculum, use of assessments to inform instruction, etc.)

### **Yosemite 2010-11 School Budget as of 5/28/10**

None of the site categorical funds have been budgeted at this point; these funds are available to the new principal to support the turnaround.

Fund	Unit	Dept	2010-11 Budget	FTE	Fund Name	Unit Name
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Fund	Unit	Dept	2010-11 Budget	FTE	Fund Name	Unit Name
030	0115	0505	\$23,756	0	General Fund-Unrestricted	Middle School Education
030	0172	0505	\$56,795	0	General Fund-Unrestricted	Extracurricular & Co-curricular
030	0624	0505	\$7,500	0	General Fund-Unrestricted	Library Program
030	0656	0505	\$250	0	General Fund-Unrestricted	Student Health Services
030	7140	0505	\$280	0	General Fund-Unrestricted	Gifted & Talented Education (GATE)
030	7395	0505	\$8,372	0	General Fund-Unrestricted	School & Library Improvement
060	6500	0505	\$2,000	0	General Fund-Restricted	Special Education
060	7090	0505	\$102,660	0	General Fund-Restricted	Economic Impact Aid: State Comp
060	7091	0505	\$66,240	0	General Fund-Restricted	Economic Impact Aid: Limited English
060	7400	0505	\$685,328	3.4	General Fund-Restricted	Quality Education Investment Act of 2006
030	0115	1505	\$2,456,728	26.25	General Fund-Unrestricted	Middle School Education
030	0672	1505	\$86,933	1.75	General Fund-Unrestricted	Security Office
030	0734	1505	\$298,910	5.4375	General Fund-Unrestricted	Plant Maintenance & Operations
060	3010	1505	\$125,398	1.4	General Fund-Restricted	IASA:Title I Basic Grants Low
060	3011	1505	\$114,637	2	General Fund-Restricted	IASA:Title I Neglected
060	3310	1505	\$263,727	6.125	General Fund-Restricted	Idea Basic Local Aid: Spec. Ed.
060	6500	1505	\$428,365	5	General Fund-Restricted	Special Education
060	7090	1505	\$104,606	1.4	General Fund-Restricted	Economic Impact Aid: State Comp
<b>Total</b>	<b>\$4,832,485</b>					

#### Yosemite 2010-2011 Positions as of 5/28/10

This chart shows only positions supported through district unrestricted and categorical funds, because site categorical funds have not yet been budgeted.

Fund	Unit	Dept	TITLE	FTE	Fund Name	Unit Name
060	740 0	0505	MID TCH	3.4	General Fund- Restricted	Quality Education Investment Act of 2006
030	011 5	1505	MID TCH	21	General Fund- Unrestricted	Middle School Education
030	011 5	1505	VICE PRIN II	1	General Fund- Unrestricted	Middle School Education
030	011 5	1505	VICE PRIN II	0.5	General Fund- Unrestricted	Middle School Education
030	011 5	1505	Principal III	1	General Fund- Unrestricted	Middle School Education
030	011 5	1505	Attend Rcd Asst	1	General Fund- Unrestricted	Middle School Education
030	011 5	1505	Sch Off Mgr III	1	General Fund- Unrestricted	Middle School Education
030	011 5	1505	Noon Time Asst.	0.75	General Fund- Unrestricted	Middle School Education
030	067 2	1505	Student Safety Asst	1.75	General Fund- Unrestricted	Security Office
030	073 4	1505	Custodian	4.437 5	General Fund- Unrestricted	Plant Maintenance & Operations
030	073 4	1505	Plant Coord II	1	General Fund- Unrestricted	Plant Maintenance & Operations
060	301 0	1505	MID TCH	0.4	General Fund- Restricted	IASA:Title I Basic Grants Low
060	301 0	1505	Lit Coach	1	General Fund- Restricted	IASA:Title I Basic Grants Low
060	301 1	1505	LIB MED TCH	1	General Fund- Restricted	IASA:Title I Neglected
060	301 1	1505	Lib Media Technician	1	General Fund- Restricted	IASA:Title I Neglected
060	331 0	1505	Inst Asst SE Lrn Hndcp	1.5	General Fund- Restricted	Idea Basic Local Aid: Spec. Ed.
060	331 0	1505	Inst Asst SE/Resourc e	0.875	General Fund- Restricted	Idea Basic Local Aid: Spec. Ed.
060	331 0	1505	Inst Asst SE Sev Hndcp	2.25	General Fund- Restricted	Idea Basic Local Aid: Spec. Ed.
060	331 0	1505	Inst Asst SE Sev Hndcp	0.75	General Fund- Restricted	Idea Basic Local Aid: Spec. Ed.
060	331 0	1505	Inst Asst SE	0.75	General Fund- Restricted	Idea Basic Local Aid: Spec. Ed.
060	650 0	1505	LH TCH	3	General Fund- Restricted	Special Education

Fund	Unit	Dept	TITLE	FTE	Fund Name	Unit Name
060	650 0	1505	RES SPEC SE	2	General Fund- Restricted	Special Education
060	709 0	1505	Campus Culture Tch	0.4	General Fund- Restricted	Economic Impact Aid: State Comp
060	709 0	1505	Transition Tch	1	General Fund- Restricted	Economic Impact Aid: State Comp

Additional resources for Yosemite included, but are not limited to:

- ASES - \$233,971 (\$157,157 base grant, \$43,224 summer supplemental, \$31,000 before school program, and \$7,600 before school supplemental)
- 21<sup>st</sup> CCLC - \$146,000 (\$129,000 base grant, plus \$17,000 family literacy)
- School Psychologist hours (approximately 24 hours per week for special education testing, assessment and referral)
- School Social Worker – 1 FTE
- Approximately 20% of a district EL Coach's time
- District support from content coordinators (ELA, Math, Science, PE, History/Social Science)
- Training in district initiatives (Skillful Leader, Frontloading, SIOP, Response to Intervention, full implementation of adopted curriculum, use of assessments to inform instruction, etc.)

The central office leader responsible for the Turnaround schools will work collaboratively with the principals at each site and with the Turnaround Coach to ensure that all resources are coordinated with SIG funding to ensure maximum effectiveness and efficiency. A full time budget technician has been included in the LEA SIG budget to assist the principals and turnaround office to continuously analyze all budget obligations (and under expenditures) to guarantee maximum utilization and coordination of funding. The Principals at the Turnaround schools will be provided with increased flexibility and control over resources allocated to their sites. They will also have increased access to members of the Executive Cabinet that oversee the distribution and use of other resources that are not directly allocated to the schools, but support activities and professional learning at the school sites. Channeling of resources to these schools and the coordinator of their use to fully support the school reform program will continuously be a top priority for Executive Cabinet which meets twice per week.

***vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)***

**Not applicable.**

**vii. Modification of LEA Practices or Policies**

- District practice has been to provide instructional coaches with Cognitive Coaching training to better enable them to provide quality coaching support to

teachers. Although this practice will continue, teachers at the three turnaround schools will also be provided with Cognitive Coaching training through consultant contracts with the Center for Cognitive Coaching in order to support the implementation of accountable and effective Accountable Communities at each school.

- Current practice is to provide Skillful Leader training to site administrators and provide them with Skillful Teacher modules so they can go back to their sites and conduct Skillful Teacher training with teachers. The Turnaround schools will become pilot sites for a new method of providing Skillful Teacher training to teachers. In addition to site administrators being held accountable to provide Skillful Teacher modules and training to their teachers, Ready About Consulting (Alexander Platt and Caroline Trip) will provide direct training Skillful Teacher training to the teachers at Webster, Carver, and Yosemite (including the Map of Pedagogical Knowledge and effective teacher practice).
- In order to increase the amount of instructional time at each school, FUSD has worked with the Fresno Teachers Association (FTA) to bring about changes in negotiated working hours and days for teachers at the turnaround schools. FUSD and FTA continue to meet to develop a separate MOU to address the staffing needs of these schools. It is anticipated the MOU will be developed before the end of July, 2010.
- The assessment and planning process to develop the turnaround model for the SIG schools, helped to lay the foundation for FTA's and FUSD's leadership roles in California's second Race to the Top (RttT) application. FTA was, along with Sanger Teachers' Association, one of only two teacher unions from RttT leadership districts to sign on to the RttT MOU.
- On June 2, 2010, the FUSD Board of Education took action to adopt revisions to Board Policy 4113 – Personnel. This language aligns with Elementary and Secondary Education Act guidelines in assuring that students in schools with 40% or higher poverty, or that have a statewide decile rank of one to three, are not taught by inexperienced, unqualified, and out of field teachers. The new language added to the existing Board Policy will stipulate that:
  - Highly qualified and experienced teachers will be equitably distributed among district schools.
  - No teachers with provisional intern permits, short-term staffing permits, or credential waivers will be assigned to schools with high poverty/low academic performance.
  - Interns will not be placed in high poverty/low academic performance schools in greater numbers than in other schools.
  - Teacher retention rates will be compared and strategies developed to recruit and retain experienced and effective teachers in hard to staff schools.

- Fresno Unified has developed a system that allows underperforming schools to have preferential access to all newly hired fully-credentialed teachers. It also employs multiple measures to ensure that teachers are strategically placed at underperforming schools. Measures include years of experience, record of impact on student achievement, and the ability and predisposition to work well with colleagues in Accountable Communities.

## **VIII. SUSTAIN THE REFORMS AFTER THE FUNDING PERIOD ENDS.**

FUSD intends to implement a waiver to extend the funding through September 30, 2013.

A large portion of the activities supported with SIG funds are designed to build leader, teacher, site, and parent/community capacity to continue the reforms without additional support after grant funds are gone. At the end of the grant period, the district will assume financial responsibility for the increase in teacher salary due to the extended work day and school year. Considering the uncertainty of funding levels beginning in the 2013-2014 school year and changes which may occur through the reauthorization of the Elementary and Secondary Education Act, the following information for each school is subject to change.

### **Webster –**

- Vice Principal/Aspiring Principal – the district will seek grant funds to continue the additional VP position that is part of the Leadership Pipeline program. The additional support this position has provided to the school site during the grant period (e.g., data analysis) will serve to build capacity among regarding the use of data.
- Technology Specialist – This position is designed to provide support to the school during the grant period by providing technical assistance and coaching to teachers in the use of technology as an instructional and learning tool. Coaching provided during the grant period will build capacity among staff. Ongoing support after grant funding is gone will be provided by the FUSD Instructional Technology Office which provides district-wide and site specific training in the use of technology.
- PE Specialist and Art Specialist - The continuation of the PE teacher and Art teacher will be evaluated during the last year of SIG funding. If possible, these positions will be continued with unrestricted general fund support. However, one of the primary purposes of these positions is to provide additional release time for teachers to participate in collaborative planning and professional learning, and thus build capacity within the staff that will last beyond the grant funding period.
- EL Coach – Like many of the other positions in the grant, the EL Coach will provide professional learning designed to increase teacher effectiveness and build capacity during the grant period. It is anticipated that this sort of intensive support will no longer be needed after the conclusion of the SIG. continued support relevant to the instructional needs of ELs will be provided by FUSD English Learning Services EL coaches funded by EIA-EL funds.

- School Psychologist - The full time School Psychologist's primary function will be to provide site support for the SST and provide job-embedded professional learning for teachers and other site staff in the full implementation of a positive behavioral support system. It is anticipated that this position will build site capacity to continue the Safe and Civil Schools initiative at the conclusion of the grant without additional focused support from a full time site-based position. The need to continue this position will be assessed during the final year of the SIG and, if needed, it will be supported by EIA-SCE and district unrestricted funds. Ongoing support to the site after the grant will be provided by the District Social Emotional Support Coordinator funded through Title I Basic Grants Low.
- School Engagement Specialist – this position will be continued after grant funding ends through Title I, EIA-SCE, and/or district unrestricted funding.
- Additional release time for teachers to engage in ACs and professional learning will continue to be provided through Title II, Title I, and unrestricted funding sources.
- Contracted Counseling Services – Counseling services will continue to be provided to the site through IASA: Title I Basic Grants Low and EIA-English Learner funds.
- Peer Mediation/Conflict Resolution – The CSU Fresno peer mediation program is designed to build capacity at the school site by providing training to site teacher leads who will be able to continue the program in the future without additional financial support. If the site wishes to continue the CSU Fresno training component for students, they will be able to do so from site funds.
- At the conclusion of the SIG, costs associated with the extended school day and year will be covered by district unrestricted funds. The district is already assuming the costs associated with site overhead resulting from the extended school day/year (e.g., custodial, security, utilities, etc.). It is anticipated that the economic situation will have improved in three years, and the district will have the resources available to continue the extended learning time.

#### **Carver –**

- Technology Specialist – This position is designed to provide support to the school during the grant period by providing technical assistance and coaching to teachers in the use of technology as an instructional and learning tool. Coaching provided during the grant period will build capacity among staff. Ongoing support after grant funding is gone will be provided by the FUSD Instructional Technology Office which provides district-wide and site specific training in the use of technology.
- PE Specialist and Art Specialist - The continuation of the part time PE teacher and part time Art teacher will be evaluated during the last year of SIG funding. If possible, these positions will be continued with unrestricted general fund support. However, one of the primary purposes of these positions is to provide additional release time for teachers to participate in collaborative planning and professional learning, and thus build capacity within the staff that will last beyond the grant funding period.

- EL Coach – Like many of the other positions in the grant, the EL Coach will provide professional learning designed to increase teacher effectiveness and build capacity during the grant period. It is anticipated that this sort of intensive support will no longer be needed after the conclusion of the SIG. continued support relevant to the instructional needs of ELs will be provided by FUSD English Learning Services EL coaches funded by EIA-EL funds.
- School Psychologist - The full time School Psychologist's primary function will be to provide site support for the SST and provide job-embedded professional learning for teachers and other site staff in the full implementation of a positive behavioral support system. It is anticipated that this position will build site capacity to continue the Safe and Civil Schools initiative at the conclusion of the grant without additional focused support from a full time site-based position. The need to continue this position will be assessed during the final year of the SIG and, if needed, it will be supported by EIA-SCE and district unrestricted funds. Ongoing support to the site after the grant will be provided by the District Social Emotional Support Coordinator funded through Title I Basic Grants Low.
- School Engagement Specialist – this position will be continued after grant funding ends through Title I, EIA-SCE, and/or district unrestricted funding.
- Additional release time for teachers to engage in ACs and professional learning will continue to be provided through Title II, Title I, and unrestricted funding sources.
- Transportation Costs – During the grant period, the district, in collaboration with Fresno County Office of Education, will seek other grant funding to support transportation of students home at the conclusion of each day's after school program. Because of the high rate of crime and gang activity in the surrounding neighborhood, transportation home is necessary to ensure participation in the after school academic component (i.e., parents do not feel comfortable having their children walk home from school in the early evening hours).
- Contracted Counseling Services – Counseling services will continue to be provided to the site through IASA: Title I Basic Grants Low and EIA-English Learner funds.
- Peer Mediation/Conflict Resolution – The CSU Fresno peer mediation program is designed to build capacity at the school site by providing training to site teacher leads who will be able to continue the program in the future without additional financial support. If the site wishes to continue the CSU Fresno training component for students, they will be able to do so from site funds.
- At the conclusion of the SIG, costs associated with the extended school day and year will be covered by district unrestricted funds. The district is already assuming the costs associated with site overhead resulting from the extended school day/year (e.g., custodial, security, utilities, etc.). It is anticipated that the economic situation will have improved in three years, and the district will have the resources available to continue the extended learning time.

#### **Yosemite –**

- Vice Principal/Aspiring Principal – the district will seek grant funds to continue the additional VP position that is part of the Leadership Pipeline program. The



additional support this position has provided to the school site during the grant period (e.g., data analysis) will serve to build capacity among regarding the use of data.

- Technology Specialist – This position is designed to provide support to the school during the grant period by providing technical assistance and coaching to teachers in the use of technology as an instructional and learning tool. Coaching provided during the grant period will build capacity among staff. Ongoing support after grant funding is gone will be provided by the FUSD Instructional Technology Office which provides district-wide and site specific training in the use of technology.
- AVID Teacher – During the grant period, the AVID Teacher will be funded 40% from Title I and 60% by SIG. At the conclusion of the grant period, it is the district's intent to continue this as a full time position contingent upon budget availability. Possible sources to continue this as a full time position include Title I and unrestricted.
- Art Teacher - The possibility of continued funding for this position will be evaluated during the grant period. It is anticipated that the state/local budget outlook will have improved in three years and that the district will be able to continue this additional elective from district unrestricted funds.
- Social Studies Coach/Teacher – Same as above
- EL Coach – Like many of the other positions in the grant, the EL Coach will provide professional learning designed to increase teacher effectiveness and build capacity during the grant period. It is anticipated that this sort of intensive support will no longer be needed after the conclusion of the SIG. Continued support relevant to the instructional needs of ELs will be provided by FUSD English Learning Services EL coaches funded by EIA-EL funds.
- School Psychologist - The full time School Psychologist's primary function will be to provide site support for the SST and provide job-embedded professional learning for teachers and other site staff in the full implementation of a positive behavioral support system. It is anticipated that this position will build site capacity to continue the Safe and Civil Schools initiative at the conclusion of the grant without additional focused support from a full time site-based position. The need to continue this position will be assessed during the final year of the SIG and, if needed, it will be supported by EIA-SCE and district unrestricted funds. Ongoing support to the site after the grant will be provided by the District Social Emotional Support Coordinator funded through Title I Basic Grants Low.
- School Engagement Specialist – this position will be continued after grant funding ends through Title I, EIA-SCE, and/or district unrestricted funding.
- Contracted Counseling Services – Counseling services will continue to be provided to the site through IASA: Title I Basic Grants Low and EIA-English Learner funds.
- Peer Mediation/Conflict Resolution – The CSU Fresno peer mediation program is designed to build capacity at the school site by providing training to site teacher leads who will be able to continue the program in the future without additional financial support. If the site wishes to continue the CSU Fresno training component for students, they will be able to do so from site funds.

- Additional release time for teachers to engage in ACs and professional learning will continue to be provided through Title II, Title I, and unrestricted funding sources.
- At the conclusion of the SIG, costs associated with the extended school day and year will be covered by district unrestricted funds. The district is already assuming the costs associated with site overhead resulting from the extended school day/year (e.g., custodial, security, utilities, etc.). It is anticipated that the economic situation will have improved in three years, and the district will have the resources available to continue the extended learning time.

#### **ix. Establishment of Challenging LEA Annual School Goals for Student Achievement**

The annual goals for student achievement will be assessed by multiple measures that align with the FUSD Performance Data Dashboard, a tool to review performance targets. REA collects and documents performance data for distribution of all district leaders. The dashboard is meant to focus attention on the most critical factors of success; promote critical/insightful questions and identify potential interventions. Through a Cycle of Review all administrative and department leaders participate quarterly in a full day review to share accumulative data in student success, operational excellence, effective leadership/professional learning, high performing workforce, and community engagement. This process provides the course of action taken by leadership for continued district improvement.

In addition to the goals listed below, student and school progress will be monitored on an ongoing basis through by examining embedded and benchmark assessments. Each of the three schools will review assessments on a continual basis in alignment with the district data dashboard. The Turnaround Office will use the district benchmark assessments as predictors of CST improvement and modify practice based upon this analysis. The following are the district goals for student achievement as measure of success in the data dashboard.

<b>District Student Achievement Goals</b>		
<b>Reading Language Arts Goals</b>		
Goal	Measure	Target/Date
Achievement of all students	CST-ELA % scoring proficient and advanced	80% by 2013
Achievement of 3 <sup>rd</sup> grade students	CST-ELA % scoring proficient and advanced	80% by 2013
Achievement of 5 <sup>th</sup> grade students	CST-ELA % scoring proficient and advanced	80% by 2013
Achievement of 8 <sup>th</sup> grade students	CST-ELA % scoring proficient and advanced	80% by 2013
<b>Math Goals</b>		

Improve achievement of all students	CST-Math % scoring proficient and advanced	80% by 2013
Improve achievement of 3 <sup>rd</sup> grade students	CST-Math % scoring proficient and advanced	80% by 2013
Improve achievement of 5 <sup>th</sup> grade students	CST-Math % scoring proficient and advanced	80% by 2013
Improve achievement of 8 <sup>th</sup> grade students	CST-Math % scoring proficient and advanced	80% by 2013
Increase enrollment of 8 <sup>th</sup> graders in Algebra I	Master Schedule	100% by 2013

The following are student achievement goals for each of the three low performing schools:

<b>Webster Student Achievement Goals</b>				
<b>Reading Language Arts Goals</b>				
Goal	Measure	Target/Date		
Achievement of all students	CST-ELA % scoring proficient and advanced	Increase by 10% in 2011	Increase by 15% in 2012	Increase by 20% in 2013
Student of 3 <sup>rd</sup> grade students	CST-ELA % scoring proficient and advanced	Increase by 10% in 2011	Increase by 15% in 2012	Increase by 20% in 2013
Student of 5 <sup>th</sup> grade students	CST-ELA % scoring proficient and advanced	Increase by 10% in 2011	Increase by 15% in 2012	Increase by 20% in 2013
<b>Math</b>				
Improve achievement of all students	CST-Math % scoring proficient and advanced	Increase by 10% in 2011	Increase by 15% in 2012	Increase by 20% in 2013
Improve achievement of 3 <sup>rd</sup> grade students	CST-Math % scoring proficient and advanced	Increase by 10% in 2011	Increase by 15% in 2012	Increase by 20% in 2013
Improve achievement of 5 <sup>th</sup> grade students	CST-Math % scoring proficient and advanced	Increase by 10% in 2011	Increase by 15% in 2012	Increase by 20% in 2013

<b>Carver Student Achievement Goals</b>				
<b>Reading Language Arts Goals</b>				
Goal	Measure	Target/Date		
Achievement of all students	CST-ELA % scoring	Increase	Increase	Increase

	proficient and advanced	by 10% in 2011	by 20% in 2012	by 30% in 2013
Achievement of 5 <sup>th</sup> grade students	CST-ELA % scoring proficient and advanced	Increase by 10% in 2011	Increase by 20% in 2012	Increase by 30% in 2013
<b>Math</b>				
Improve achievement of all students	CST-Math % scoring proficient and advanced	Increase by 10% in 2011	Increase by 20% in 2012	Increase by 30% in 2013
Improve achievement of 5th grade students	CST-Math % scoring proficient and advanced	Increase by 10% in 2011	Increase by 20% in 2012	Increase by 30% in 2013

<b>Yosemite Student Achievement Goals</b>				
<b>Reading Language Arts Goals</b>				
Goal	Measure	Target/Date		
Achievement of all students	CST-ELA % scoring proficient and advanced	Increase by 10% in 2011	Increase by 20% in 2012	Increase by 30% in 2013
Achievement of 7 <sup>th</sup> grade students	CST-ELA % scoring proficient and advanced	Increase by 10% in 2011	Increase by 20% in 2012	Increase by 30% in 2013
Achievement of 8 <sup>th</sup> grade students	CST-ELA % scoring proficient and advanced	Increase by 10% in 2011	Increase by 20% in 2012	Increase by 30% in 2013
<b>Math Goals</b>				
Improve achievement of all students	CST-Math % scoring proficient and advanced	Increase by 10% in 2011	Increase by 20% in 2012	Increase by 30% in 2013
Improve achievement of 7th grade students	CST-Math % scoring proficient and advanced	Increase by 10% in 2011	Increase by 20% in 2012	Increase by 30% in 2013
Improve achievement of 8th grade students	CST-Math % scoring proficient and advanced	Increase by 10% in 2011	Increase by 20% in 2012	Increase by 30% in 2013

Progress towards achievement of school goals will be monitored on a continuous basis by the principal, Turnaround Coach, and VP. The Turnaround Coach will be responsible for facilitating this process. GLAS and ACS benchmark assessments (discussed in assessment section above) will be reviewed during the year to gauge progress. GLAS (ELA and Math) is given in grades 1-6 three times per year (Nov, Feb, and May). ACS (ELA and Math) is given in middle school three times per year (Nov., Feb., and May). Information for significant subgroups will be disaggregated through the AIS. Progress of individual students will be reviewed by the teacher ACs and interventions for individual students will be designed to push achievement based upon

GLAS and ACS results. These assessments are predictors of success on the CST. Results will also be reviewed, as appropriate, during the monthly meetings between the principals and the central office leader supervising them.

**x. Inclusion of Tier III Schools (if applicable)**

NA – No Tier III schools have been included in this application.

**xi. Consultation with Relevant Stakeholders**

Fresno Unified School District (FUSD) received notice from the California Department Education in February, 2010 identifying their schools that were designated the 5% of persistently lowest achieving schools: Carver Academy (5-8), Yosemite Middle School (7-8), and Webster Elementary School (K-6). Immediate action was taken by the district Superintendents and Human Resources to meet individually with the three principals to discuss the implications and possible changes at the schools. Subsequently, during the last three months, FUSD has worked feverishly to ensure all procedures have been followed and regulations have been met. After meeting with each school principal, the Superintendent contacted FTA to formulate a plan of action within the guidelines of the bargaining agreement.

At the onset, the Superintendent reached out to FTA President, Greg Gadams, inviting FTA to participate in helping the three schools. This outreach has established a positive working relationship between the two entities that have not always agreed on issues. In gathering and analyzing data, developing action plans and making a final decision, FUSD and FTA have found a mutual respect and trust for each other, atypical of other districts and their bargaining partners. It revealed that working together, brings positive outcomes for kids! To sum it up, Greg Gadams stated recently in his newsletter to Fresno Unified teachers, “Education is changing and we can either let it happen to us or we can make it happen.”

Both FUSD administration and FTA representatives have meet individually with each teacher, grade level teams, administrative staff, and all school staff. In addition to interviews, both FUSD and FTA have walked through every classroom at every school to gain more insight. FUSD administration has had several public meetings with parents and community members at the district office and at every school site to share information, answer questions and concerns, and secure input for the future of their neighborhood school. As a result of these meetings in honoring parents’ requests, the FUSD Board of Education meeting scheduled to approve the selected model was postponed two weeks to allow more time for community members to meet in small groups and acquire more information. FUSD enlisted the services of Pivot Learning Partners to conduct an audit at each school. Again, administrators, teachers, staff, and students were interviewed to gather data for a final report. The report of their findings was categorized under three areas: administrative practices, teaching practices and the nine Essential Program Components. All summative and formative data, including, but not limited to, API, AYP, CST, GLAS, ACS scores, audit information and interviews was analyzed by the administrative team to make a final decision. A timeline follows with steps taken to inform all stakeholders and gather necessary input to make the very best informed decision for each school.

<b>Date/Location</b>	<b>Activity</b>	<b>Attendees</b>
2/24/10 at each school site	Meeting with principals at Yosemite, Carver and Webster	Michael Hanson, Superintendent; Cindy Tucker, Associate Superintendent of School Support; Nancy Akhavan, Assistant Superintendent, Middle Schools; Rosario Sanchez, Assistant Superintendent, Elementary Schools; Holland Locker, Assistant Superintendent, Elementary Schools; and Miguel Arias, Chief Information Officer
2/24/10 at the district office	Administration/HR meeting with Fresno Teachers' Association	Hanson; Kim Mecum, Associate Superintendent/HR; and Arias
3/3/10 via telephone	<ul style="list-style-type: none"> <li>• CDE Technical Assistance – Conference call with Deb Sigman</li> <li>• Emails list of Tier I, II, and III schools to be made public on 3/5/10.</li> </ul>	Hanson, Mecum and Arias
3/5/10 via email	Deb Sigman-updated information on public release on 3/8/10 and provided methodology for process	Hanson, Mecum and Arias
3/5/10 via email	Emails to update Principals and staff at the three schools	Hanson
3/5/10 via email	Meeting with principals at Yosemite and Carver	Hanson, Mecum and Akhaven
3/5/10 via email	Board Communication sent to all Board members	Arias
3/5/10 via mailed letters	Labor Partners notified	Mecum
3/8/10 via letter	Preliminary list from CDE	Hanson
3/8/10 at the school site	Administration meeting with Yosemite Middle School Staff	Hanson, Mecum, Akhaven and Arias
3/8/10 at the FTA office	Meeting with FTA representatives	Hanson, Tucker, Akhaven, and Arias
3/8/10 at the district office	Interview with various media outlets: Fresno Bee (local newspaper), KJWL (radio), and Channel 47 (TV).	Hanson
3-9-10 at the	Meeting with Carver School Staff	Hanson, Mecum, Akhaven,

<b>Date/Location</b>	<b>Activity</b>	<b>Attendees</b>
school site		and Arias
3/9/10 at the district office	Interview with Channel 24 (TV)	Hanson
3/10/10	Letter to schools' families	Susan Bedi, Communications Office
3/11/10 at the school site	Meeting with Webster School Staff	Hanson, Tucker, Akhaven, and Arias
3/11/10 Automated telephone message	Teleparent message sent to Yosemite, Carver and Webster	Hanson
3/11/10 via district website	eNews to all employees	Bedi
3/12/10 via district website	Community newsletter	Bedi
3/15/10 at the school site	FTA Representatives meet with Carver Staff	FTA representatives
3/17/10 at the school site	FTA Representatives meet with Yosemite Staff	FTA representatives
3/18/10 at the school site	FTA Representatives meet with Webster Staff	FTA representatives
3/19/10 at the FTA office	Meeting with FTA Representatives	Hanson, Mecum, and Arias
3/23/10 at the district office	Staff meeting on 5%-discuss process for visits to sites on 3/26	Tucker, Akhaven, Chris Evans, Associate Superintendent/High Schools, and Arias
3/25/10 at the district office	Staff meeting with Superintendents on 5%-finalize visit to sites for 3/26	Hanson, Tucker, Akhaven, Chris Evans, Associate Superintendent/High Schools, and Arias
3/26/10 at each school site	Visits to Yosemite, Carver and Webster to meet with staff	Hanson, Tucker, Akhaven, Chris Evans, Associate Superintendent/High Schools, and Arias and FTA
4/7/10 at the district office	Meeting with FTA Representatives	Hanson, Tucker, Mecum, and Arias
4/9/10 – 4/27/10 District office and each school site	Continual interviews with school administration and staff	Hanson, Tucker, Mecum, and Arias, PLP and FTA
4/28/10 Public Hearing-Board of Education at	Provide information and receive input	All stakeholders

Date/Location	Activity	Attendees
the district office		
<p>5/6/10 @ 4:00 PM – Public Meeting at Carver Academy Middle School</p>	<p>Associate Superintendent Tucker presented information to the staff, parents and community members regarding Carver as one of the three school sites that has been designated as among the 5 percent persistently lowest-achieving schools and provided information on the timeline of actions to be taken. She provided information on each of the four options:</p> <ul style="list-style-type: none"> <li>• The Turnaround Model</li> <li>• The Restart Model</li> <li>• School Closure</li> <li>• The Transformation Model</li> </ul> <p>She concluded the presentation by providing information on the timeline of actions to be taken.</p> <ul style="list-style-type: none"> <li>• March 4 – present: on-going meetings between FTA, FUSD, and school staff at 3 schools (Webster, Carver, and Yosemite).</li> <li>• April 28: Public Hearing: provide information; receive input</li> <li>• April 29 – May 11: Public Hearings at Webster, Carver, Yosemite: provide information; receive input</li> <li>• May 12: Board Decision – <i>Decision deferred to May 26 Board meeting.</i></li> </ul> <p>Parents and community members expressed their concerns:</p> <ul style="list-style-type: none"> <li>• Inadequate resources</li> <li>• Principal has only been there two years-he is an asset and should be given more time</li> <li>• West Fresno has been promised a new middle school for many years without the district fulfilling the promise</li> <li>• If the school is closed, all students will be bused to different schools across town</li> <li>• District should provide more</li> </ul>	<p>Hanson, Tucker, Arias, Board of Education members, teachers, parents and community members</p>



Date/Location	Activity	Attendees
	<p>resources and incentives for teachers and principal to make improvement at Carver</p> <ul style="list-style-type: none"> <li>• If there needs to be a change, make it for the better and for the good of all those involved, because these students deserve the best and Carver deserves a second chance</li> <li>• Smaller group meetings were requested</li> </ul>	
<p>5/6/10 @ 5:30 PM-Public Meeting at Webster Elementary School</p>	<p>Associate Superintendent Tucker presented information to the staff, parents and community members regarding Carver as one of the three school sites that has been designated as among the 5 percent persistently lowest-achieving schools and provided information on the timeline of actions to be taken. She provided information on each of the four options:</p> <ul style="list-style-type: none"> <li>• The Turnaround Model</li> <li>• The Restart Model</li> <li>• School Closure</li> <li>• The Transformation Model</li> </ul> <p>Parents and community members expressed their concerns:</p> <ul style="list-style-type: none"> <li>• support for the current teachers at the school</li> <li>• should have been informed earlier</li> <li>• need assurance that the students are meeting standards</li> </ul>	<p>Hanson, Tucker, Arias, Board of Education members, teachers, parents and community members</p>
<p>5/6/10 @ 7:00 PM-Public Meeting at Yosemite Middle School</p>	<p>Associate Superintendent Tucker presented information to the staff, parents and community members regarding Carver as one of the three school sites that has been designated as among the 5 percent persistently lowest-achieving schools and provided information on the timeline of actions to be taken. She provided information on each of the four options:</p> <ul style="list-style-type: none"> <li>• The Turnaround Model</li> <li>• The Restart Model</li> </ul>	<p>Hanson, Tucker, Arias, Board of Education members, teachers, parents and community members</p>

Date/Location	Activity	Attendees
	<ul style="list-style-type: none"> <li>School Closure</li> <li>The Transformation Model</li> </ul> Parents and community members expressed their concerns: <ul style="list-style-type: none"> <li>public notice not provided in a timely manner</li> <li>supported teachers dedication</li> <li>request for more time to improve scores</li> <li>need to change the culture and hold students accountable for their academics and behavior</li> <li>concentrate resources in grades 2 and 3</li> <li>provide additional teacher training</li> <li>discipline policy is not enforced</li> <li>hold students and parents accountable</li> </ul>	
5/10/10 at each school site	HR meets with teachers regarding involuntary transfer conferences	HR Administrators and teachers
5/13/10 at each school site	HR, Labor Relations and FTA met with teachers individually regarding involuntary transfers	HR Administrators, Labor Relations and FTA
5/25/10 @ 4:00 PM – Public Meeting at Carver Academy Middle School	Follow-up meeting with parents and community members to address additional concerns, and discuss recommendations.	Hanson, Tucker, Arias, Board of Education members, teachers, parents and community members
5/26/10-Board of Education Meeting at the district office	Approval of the turnaround intervention model for the three lowest performing schools: Webster, Carver and Yosemite.	All stakeholders

Nearly all input from teachers, FTA, staff, parents, and community members has been incorporated into the SIG plans for Webster, Carver and Yosemite. The following tables list input obtained through the public hearing/community meeting process and from staff self assessments.

Webster		
Concern/Suggestion	Action	Accepted/Rejected
Teachers are not meeting standards – if new teachers are brought in,	All teachers were screened and interviewed – no more than 50% were retained	Accepted

will it be any different?		
Teachers are good and should not be changed	Highly qualified and effective teachers were retained	Accepted with conditions
Parents need information about how they can help their children – need to be more involved	Webster will be a pilot site for the full implementation of the FUSD Parent University; a full time School Engagement Specialist will be hired with SIG funds	Accepted
Additional curriculum resources and teacher coaching needed	SIG plan incorporates additional curriculum resources and coaching support from a Technology Specialist and EL Coach in addition to the already district funded Instructional Coach	Accepted
Lack of consistency in the discipline/behavior system	School wide positive behavior support system using Safe and Civil Schools and teaching professional development provided by a full time School Psychologist	Accepted
Student Success Team process for struggling students is too lengthy	Process will be improved through the work of the School Psychologist and job-embedded training	Accepted
Need more technology in classrooms	Purchase classroom technology and provide site-based coaching support through the Technology Specialist	Accepted

Carver		
Concern/Suggestion	Action	Reason
Principal has only been at the school for two years, he should be allowed to stay	Based upon classroom and site observations, staff interviews, analysis of educational outcomes the decision was made to remove the principal	Rejected
School should not be closed	Initial district plan was to close Carver. In light of community input the school will remain open as a 5 <sup>th</sup> and 6 <sup>th</sup> grade school only	Accepted with conditions
7 <sup>th</sup> and 8 <sup>th</sup> students should stay at Carver and not be bused across town	The assessment process conducted by FUSD and FTA leadership resulted in the conclusion that the school (because of the	Rejected

	physical plant) cannot provide a quality and varied education to middle school students. 7 <sup>th</sup> and 8 <sup>th</sup> graders will be bused to other schools until the new neighborhood middle school is built	
Elementary and middle school students should not be mixed	Carver will be a 5 <sup>th</sup> and 6 <sup>th</sup> grade school only	Accepted
District does not adequately communicate with parents		Accepted
Teachers are inadequate and should be replaced	All teachers are being screened and interviewed – no more than 50% were retained	Accepted, with conditions
Teachers should be given another chance	Only highly qualified and effective teachers were retained	Accepted, with conditions
Need improvement in the discipline/behavior system	School wide positive behavior support system using Safe and Civil Schools and teaching professional development provided by a full time School Psychologist	Accepted
Student Success Team process takes too long – many students who could benefit from this process are not served	Process will be improved through the work of the School Psychologist and job-embedded training	Accepted
Need parenting training and involvement	Carver will be a pilot for FUSD Parent University program and SIG funds will support the hiring of a School Engagement Specialist	Accepted

<b>Yosemite</b>		
Concern/Suggestion	Action	Result
Yosemite should not be closed – needs a second change with district assistance	Turnaround model	Accepted
Need more teachers to	Yosemite is already	Rejected

reduce number of students in the classrooms	implementing class size reduction through QEIA	
Focus resources on grades 2-3	Resources are adequate to fully support academic excellence and social emotional support systems for all grade levels	Rejected
More after school help (tutoring, etc.)	Teacher work day will be extended so they can provide tutorial support to students	Accepted
Safety net for students	SIG funds will support mental health counseling, professional developing concerning school-wide RtI, and effective functioning of the Student Success Team	Accepted
Hold parents and students accountable	Student and parent expectations are outlined in the SIG narrative and parents will be asked to sign contracts	Accepted

Minutes and agendas are provided in the Collaborative Signatures section.

## SIG Form 4a – LEA Projected Budget

### Projected Budget

Fiscal Year 2009–10

Name of LEA: Fresno Unified School District	
County/District (CD) Code: 10-62166	
County: Fresno	
LEA Contact: Linda Furnas	Telephone Number: 559.457.3874
E-Mail: linda.furnas@fresnounified.org	Fax Number: 559.457.3179
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	103,000	103,000	103,000
2000– 2999	Classified Personnel Salaries	42,000	42,000	42,000
3000– 3999	Employee Benefits	47,843	47,843	47,843
4000– 4999	Books and Supplies	1,800		
5000– 5999	Services and Other Operating Expenditures	81,300	18,217	18,217
6000– 6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs	203,453	184,833	181,169
7370 & 7380	Transfers of Direct Support Costs	0	0	0
<b>Total Amount Budgeted</b>		<b>479,396</b>	<b>395,893</b>	<b>392,229</b>

## SIG Form 4 b – School Projected Budget

### School Projected Budget

Fiscal Year 2010-11

Name of School: Carver Academy	
County/District (CD) Code: 10 62166 6006134	
LEA: Fresno Unified School District	
LEA Contact: Linda Furnas	Telephone Number: 559.457.3186
E-Mail: linda.furnas@fresnounified.org	Fax Number: 559.457.3179
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$534,663	\$533,283	\$533,283
2000– 2999	Classified Personnel Salaries	40,000	40,000	40,000
3000– 3999	Employee Benefits	\$148,198	\$148,111	\$148,111
4000– 4999	Books and Supplies	199,250	5,700	12,400
5000– 5999	Services and Other Operating Expenditures	\$130,344	\$ 129,700	\$129,700
6000– 6999	Capital Outlay	0	0	0
7370 & 7380	Transfers of Direct Support Costs	0	0	0
Total Amount Budgeted		1,052,454	856,794	863,494

## SIG Form 4 b – School Projected Budget

### School Projected Budget

Fiscal Year 2010-11

Name of School: Webster Elementary	
County/District (CD) Code: 10 62166 6006555	
LEA: Fresno Unified School District	
LEA Contact: Linda Furnas	Telephone Number: 559.457-3186
E-Mail: linda.furnas@fresnounified.org	Fax Number: 559.457.3179
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$1,037,764	\$1,036,384	\$1,036,384
2000– 2999	Classified Personnel Salaries	40,000	40,000	40,000
3000– 3999	Employee Benefits	215,601	215,514	215,514
4000– 4999	Books and Supplies	298,903	126,200	69,100
5000– 5999	Services and Other Operating Expenditures	140,236	\$ 139,593	\$ 139,593
6000– 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs	0	0	0
Total Amount Budgeted		1,732,504	1,557,691	1,500,591



## SIG Form 4 b – School Projected Budget

### School Projected Budget

Fiscal Year 2010-11

Name of School: Yosemite Middle School	
County/District (CD) Code: 10 62166 6061204	
LEA: Fresno Unified School District	
LEA Contact: Linda Furnas	Telephone Number: 559.457.3186
E-Mail: linda.furnas@fresnounified.org	Fax Number: 559.457.3179
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	1,315,139	1,313,759	1,313,759
2000– 2999	Classified Personnel Salaries	40,000	40,000	40,000
3000– 3999	Employee Benefits	253,396	253,310	253,310
4000– 4999	Books and Supplies	61,700	60,000	0
5000– 5999	Services and Other Operating Expenditures	67,289	66,646	90,646
6000– 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		1,737,524	1,733,714	1,697,714

## SIG Form 5a – LEA Budget Narrative

### Central Office Budget Narrative – Year 1

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u> Regular Salaries: Principal on Special Assignment $\$103,000 \times 100\% = \$103,000$ Principal on Special Assignment will function as Turnaround Coach and provide coaching to the school, facilitate professional learning communities (i.e., Accountable Communities) (both cross-district between the FUSD SIG schools and Long Beach USD and district-based), guide schools in the use of data to guide instruction and reform, coach principals, provide professional learning to Aspiring Principals assigned to the schools as VPs; etc.	103,000	1000-1999
<u>Classified Personnel Salaries</u> Budget Technician $\$42,000 \times 100\% = \$42,000$ Budget Technician will process purchase orders, time and attendance records; and review/monitor monthly expenditures of all funds available to the SIG sites (e.g., SIG, QEIA, restricted and unrestricted) to ensure maximum utilization and coordination of resources. Reprots will be provided to advisory groups, site and central office administration.	42,000	2000-2999
<u>Employee Benefits</u>		
wc 0.78% 1,131 ui 0.30% 435 medicare 1.45% 2,103 SSI 6.20% 2,604 disability 0.73% 307 STRS 8.25% regular 8,498	47,843	3000-3999

subs		0		
supp		0		
PERS	9.71%	4,078		
PERS Reduction	3.31%	1,390		
DBR	2.64%	0		
Health \$13,649 FTE		27,298		
<u>Books and Supplies</u>				
Laptop computers for Turnaround Coach and Budget Tech ( 2 X \$900 = \$1,800)			1,800	4000-4999
<u>Services and Other Operating Expenditures</u>				
<b>Contracted Costs:</b>				
Santa Cruz New Teacher Center CLASS 3-day training (\$600 X 4 = \$2,400)				
–The Turnaround Coach and principals from each of the three SIG schools will attend the New Teacher Center/ACSA Coaching Leaders to Attain Student Success training				
California Network of School Leadership Coaches (CNSLC) = \$500				
– After completion of the CLASS training the Turnaround Coach will participate in school coaching network meetings 4 times per year in Sacramento. Cost for year one participation \$500 versus \$400 for subsequent years				
Ready About Consulting Skillful Teacher and Accountable Communities site support for SIG schools (approximately 5 days per year X \$2,000) = \$10,000				
Randy Sprick's Safe and Civil Schools = \$5,150				
Site based training, assistance with data collection relevant to degree of implementation at SIG sites, and reporting (\$200 per hour X approximately 26 hours)				
Center for Cognitive Coaching = \$60,000				
The Center for Cognitive Coaching will provide 8 days of Cognitive Coaching training to all of the teachers at each of the three sig schools. Each course can accommodate up to 40 individuals. Based on a total of 78 teachers training, two separate 8 day workshops will be needed (\$30,000 per 8 day workshop X 2 workshops = \$60,000)				
			81,300	5000-5999

<p><b>Travel:</b>  CLASS Training for Turnaround Coach only. Travel costs for principals from the three schools included in individual school budgets. Costs based upon training taking place in Sacramento.  Mileage 400 mi X 0.50 X 1trip X 1 vehicle=\$200  Hotel \$125 X 2 days=\$250  Per diem \$61 X 3 days=\$183</p> <p>CNSLC Meetings - coaching network meetings in Sacramento four times per year for the Turnaround Coach  Mileage 400 mi X 0.50 X 4 trips X 1 vehicle=\$800  Hotel \$125 X 4 trips X 1 day=\$500  Per diem \$61 per day X 4 days = \$244</p> <p><b>Other:</b>  Liability 0.74% 1,073</p> <p><u>Indirect Costs @ 4.24%</u>  (4.24% X \$4,798,426)</p> <p><b>Total Costs</b></p>		
	203,453	7310 & 7350
	<b>479,396</b>	

## SIG Form 5 – Budget Narrative

### Central Office Budget Narrative – Year 2

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u>	103,000	1000-1999
Regular Salaries: Principal on Special Assignment (Turnaround Coach) Description is provided in year 1 budget narrative \$ 103,000 X 100%=\$103,000		
<u>Classified Personnel Salaries</u>	42,000	2000-2999
Budget Technician Description is provided in year 1 budget narrative \$42,000 X 100%=\$42,000		
<u>Employee Benefits</u>	47,843	3000-3999
wc 0.78% 1,131		
ui 0.30% 435		
medicare 1.45% 2,103		
SSI 6.20% 2,604		
disability 0.73% 307		
STRS 8.25%		
regular 8,498		
subs 0		
supp 0		
PERS 9.71% 4,078		
PERS Reduction 3.31% 1,390		
DBR 2.64% 0		
Health \$13,649 FTE 27,298		
<u>Services and Other Operating Expenditures</u>	18,217	5000-5999
<b>Contracted Costs:</b> California Network of School Leadership Coaches Costs for Turnaround Coach to participate in network meetings in Sacramento four times per year facilitated by the Santa Cruz New Teacher Center and ACSA = \$450		

<p>Ready About Consulting Skillful Teacher and Accountable Communities site support for SIG schools (approximately 5 days per year X \$2,000) = \$10,000</p> <p>Randy Sprick's Safe and Civil Schools = \$5,150 Site based training, assistance with data collection relevant to degree of implementation at SIG sites, and reporting (\$200 per hour X approximately 26 hours)</p> <p><b>Travel:</b> California Network of School Leadership Coaches (CNSLC) Meetings Mileage 400 mi X 0.50 X 4 trips X 1 vehicle=\$800 Hotel \$125 X 4 trips X 1 day=\$500 Per diem \$61 X 4 trips X 1 day=\$244</p> <p><b>Other:</b> Liability 0.74% 1,073</p> <p><u>Indirect Costs @4.24%</u> (4.24% X \$4,359,260)</p> <p><b>Total Costs</b></p>	<p>184,833</p> <p><b>395,893</b></p>	<p>7310 &amp; 7350</p>
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## SIG Form 5 b- LEA Budget Narrative

### Central Office Budget Narrative – Year 3

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)			Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u>			103,000	1000-1999
Regular Salaries:				
Principal on Special Assignment				
\$ 103,000 X 100%=\$103,000				
<u>Classified Personnel Salaries</u>				
Budget Technician			42,000	2000-2999
\$42,000 X 100%=\$42,000				
<u>Employee Benefits</u>				
wc	0.78%	1,131	47,843	3000-3999
ui	0.30%	435		
medicare	1.45%	2,103		
SSI	6.20%	2,604		
disability	0.73%	307		
STRS	8.25%			
regular		8,498		
subs		0		
supp		0		
PERS	9.71%	4,078		
PERS Reduction	3.31%	1,390		
DBR	2.64%	0		
Health \$13,649 FTE		27,298		
<u>Services and Other Operating Expenditures</u>			18,217	5000-5999
<b>Contracted Costs:</b>				
California Network of School Leadership Coaches				
Costs for Turnaround Coach to participate in network meetings in Sacramento four times per year facilitated by the Santa Cruz New Teacher Center and ACSA =				

<p>\$450</p> <p>Ready About Consulting Skillful Teacher and Accountable Communities site support for SIG schools (approximately 5 days per year X \$2,000) = \$10,000</p> <p>Randy Sprick's Safe and Civil Schools = \$5,150 Site based training, assistance with data collection relevant to degree of implementation at SIG sites, and reporting (\$200 per hour X approximately 26 hours)</p> <p><b>Travel:</b> CNSLC Meetings Mileage 400 mi X 0.50 X 4 trips X 1 vehicle=\$800 Hotel \$125 X 4 trips X 1 day = \$500 Per diem \$61 day X 1 day per trip X 4 trips =\$244</p> <p><b>Other:</b> Liability 0.74% 1,073</p> <p><u>Indirect Costs @4.24%</u> (4.24% X \$4,272,860)</p> <p><b>Total Costs</b></p>	<p>181,169</p> <p><b>392,229</b></p>	<p>7310 &amp; 7350</p>
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## SIG Form 5 b – School Budget Narrative

### Carver Budget Narrative – Year 1

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u> <b>Regular Salaries:</b> Technology Specialist – $\$86,000 \times 100\% = \$86,000$ EL Coach - $\$77,000 \times 100\% = \$77,000$ Art Specialist - $\$77,000 \times 50\% = \$38,500$ PE Specialist - $\$77,000 \times 50\% = \$38,500$ School Psychologist - $\$86,000 \times 100\% = \$86,000$ Teachers Extended Day/Year $\$51 \times 220 \text{ hrs.} \times 10 \text{ teachers} = \$112,200$ (includes 5 additional instructional days @ 8 hours per day and an additional hour for the current 180 days) Principal I Extended Year $\$419 \times 25 \text{ days} = \$10,475$ (includes 5 school days, 5 additional planning days and 15 summer school)  <b>Certificated Subs:</b> Principal – $\$460 \times 3 \text{ days} = \$1,380$ (3 days of release time in year one to attend CLASS Training in Sacramento) Teacher Release for Training $\$101 \times 5 \text{ days} \times 10 \text{ teachers} = \$5,050$ (professional learning that takes place during the school day) Accountable Community (AC) Leads $\$101 \times 4 \text{ days} \times$ $2 \text{ teachers} = \$808$ (1 teacher per grade level will participate in Ready About Consulting training regarding Accountable Communities and facilitate the site-based grade level ACs)	534,663	1000-1999

<b>Certificated Supplemental:</b>				
Stipend for principal to mentor VP participating in the Leadership Pipeline Program and to participate in cross-district accountable community with Long Beach Unified. Additional time outside of regular assignment duties = \$5,000				
VP Stipend for participation in Leadership Pipeline Program and attending district-based ACs and seminars facilitated by the Turnaround Coach = \$2,500				
Teacher summer school \$30 X 15 days X 7 hrs. X 7 teachers=\$22,050				
Teacher professional learning, planning and collaboration time \$30 X 154 hours X 10 teachers=\$46,200 Includes additional time during the summer and school year during non-duty days and after school for Skillful Teacher, Cognitive Coaching, Safe and Civil Schools, instructional planning, etc.				
Accountable Community Leads \$1,500 X 2 = \$3,000 Stipend to lead teachers for additional planning time related to the work of the ACs				
<u>Classified Personnel Salaries</u>			40,000	2000-2999
School Engagement Specialist \$40,000 X 100%=\$40,000				
<u>Employee Benefits</u>			148,198	3000-3999
wc	0.78%	4,482		
ui	0.30%	1,724		
medicare	1.45%	8,333		
SSI	6.20%	2,480		
disability	0.73%	292		
STRS	8.25%			
Regular		37,016		
Subs		119		
Supp		6,497		
PERS	9.71%	3,884		
PERS Reduction	3.31%	1,324		
DBR	2.64%	153		
Health \$13,649 FTE		81,894		

<u>Books and Supplies</u> <ul style="list-style-type: none"> <li>Laptop for Tech Specialist - \$900 X 100%=\$900</li> <li>Teacher Slates - \$300 X 10 = \$3,000</li> <li>Classroom copier, fax, scanner - \$700 X 10=\$7,000</li> <li>Mini Note Books w/touch screens for students 250 X \$350 = \$87,500</li> <li>Classroom student response systems (hand held devises to respond to questions, participate in classroom surveys, etc.) - \$3,000 X 10 = \$30,000</li> <li>Science lab materials (microscopes, beakers, hot plates, aquariums, probes, weather gauges, Bunsen Burners, flasks, etc. = \$5,000</li> <li>Lapel microphones for daily student produced school broadcast - \$150 X 3 = \$450</li> <li>Video cameras for student produced school broadcast - \$300 X 3 = \$900</li> <li>Document cameras for non-science classrooms- \$1,300 X 8 classrooms = \$10,400</li> <li>Document cameras for science labs - \$2,500 X 2 science labs = \$5,000</li> <li>VHS/DVD Burner to convert VHS to DVD for classroom instruction - \$400 X 2 = \$800</li> <li>Full Option Science System (FOSS) Kits - \$7,300 X 2 science labs = \$14,600</li> <li>FOSS material replacements = \$800</li> <li>Overhead projector bulb replacement 4 bulbs @ \$300 each = \$1,200</li> <li>Digital cameras to record science experiments/ observations for sharing with the class and uploading to the FOSS website - \$200 X 5 (per lab) X 2 science labs = \$2,000</li> <li>Mac Pro for creating graphics and presentations for student news broadcast = \$2,600</li> <li>Computers for parent resource center 3 X \$700 = \$2,100</li> <li>Furniture for parent resource center (desk/chair unit, desks, bookcases, magazine racks, file cabinets, display tables, etc.) = \$5,000</li> <li>Exterior lighting to increase participation in extended Day and after school program = \$20,000</li> </ul>	199,250	4000-4999
<u>Services and Other Operating Expenditures</u> <b>Contracted Costs:</b> Contracted Counseling Services - Rate includes staff salaries, supervision, file audits, reporting, etc. (\$55/hr. X 40 hrs/wk X 36 wks.)=\$79,200		

Peer Mediation/Conflict /Resolution contract with CSU Fresno for teacher training and student mentoring =\$15,000	130,344	5000-5999
<b>Travel:</b> Long Beach Partnership Cross District ACs for Carver principal and visiting principal from Long Beach - 2 trips for FUSD and 2 trips for LBUSD Mileage 480 mi X 0.50 X 4 trips X 1 vehicle = \$960 Hotel \$125 X 4 trips X 1 day=\$500 Per diem \$71 X 4 trips X 2 days=\$568  CLASS Training for principal in Sacramento (tuition covered under LEA budget) Mileage 400 mi X 0.50 X 1 trip X 1 vehicle=\$200 Hotel \$125 X 1 trip X 2 days=\$250 Per diem \$61 X 1 trip X 3 days=\$183  Bus to provide transportation home from after-school Program –transportation is needed to increase participation in academic support programs because of community safety issues – \$158/day X 185 instructional days = \$29,230  <b>Other:</b> Liability 0.74% 4,253   <b>Total Costs</b>		
	<b>1,052,454</b>	

## SIG Form 5 b – School Budget Narrative

### Carver Budget Narrative – Year 2

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u> <b>Regular Salaries:</b> Technology Specialist – $\$86,000 \times 100\% = \$86,000$ ELD Coach - $\$77,000 \times 100\% = \$77,000$ Art Specialist - $\$77,000 \times 50\% = \$38,500$ PE Specialist - $\$77,000 \times 50\% = \$38,500$ School Psychologist - $\$86,000 \times 100\% = \$86,000$ Teachers Extended Day/Year $\$51 \times 220 \text{ hrs.} \times 10 \text{ teachers} = \$112,200$ (includes 5 additional instructional days @ 8 hours per day and an additional hour for the current 180 days) Principal I Extended Year $\$419 \times 25 \text{ days} = \$10,475$ (includes 5 school days, 5 additional planning days and 15 summer school)  <b>Certificated Subs:</b> Teacher Release for Training $\$101 \times 5 \text{ days} \times 10 \text{ teachers} = \$5,050$ (professional learning that takes place during the school day) Accountable Community (AC) Leads $\$101 \times 4 \text{ days} \times 2 \text{ teachers} = \$808$ (1 teacher per grade level will participate in Ready About Consulting training regarding Accountable Communities and facilitate the site-based grade level ACs)  <b>Certificated Supplemental:</b> Stipend for principal to mentor VP participating in the Leadership Pipeline Program and to participate in cross-district accountable community with Long Beach Unified. Additional time outside of regular assignment	533,283	1000-1999

duties = \$5,000				
VP Stipend for participation in Leadership Pipeline Program and attending district-based ACs and seminars facilitated by the Turnaround Coach = \$2,500				
Teacher summer school \$30 X 15 days X 7 hrs. X 7 teachers=\$22,050				
Teacher professional learning, planning and collaboration time \$30 X 154 hours X 10 teachers=\$46,200 Includes additional time during the summer and school year during non-duty days and after school for Skillful Teacher, Cognitive Coaching, Safe and Civil Schools, instructional planning, etc.				
Accountable Community Leads \$1,500 X 2 = \$3,000 Stipend to lead teachers for additional planning time related to the work of the ACs				
<u>Classified Personnel Salaries</u> School Engagement Specialist \$40,000 X 100%=\$40,000			40,000	2000-2999
<u>Employee Benefits</u>			148,111	3000-3999
wc	0.78%	4,472		
ui	0.30%	1,720		
medicare	1.45%	8,313		
SSI	6.20%	2,480		
disability	0.73%	292		
STRS	8.25%			
Regular		37,016		
Subs		97		
Supp		6,497		
PERS	9.71%	3,884		
PERS Reduction	3.31%	1,324		
DBR	2.64%	124		
Health \$13,649 FTE		81,894		
<u>Books and Supplies</u>			5,700	4000-4999
<ul style="list-style-type: none"> <li>Science lab materials - replacement and new purchases (microscopes, beakers, hot Plates, aquariums, probes, weather gauges, Bunsen</li> </ul>				

<p>Burners, flasks, etc. = \$4,000</p> <ul style="list-style-type: none"> <li>FOSS material replacements = \$800</li> <li>Overhead projector bulb replacement 3 @ \$300 each = \$900</li> </ul>		
<p><u>Services and Other Operating Expenditures</u></p> <p><b>Contracted Costs:</b></p> <p>Contracted Counseling Services - Rate includes staff salaries, supervision, file audits, reporting, etc. (\$55/hr. X 40 hrs/wk X 36 wks.)=\$79,200</p> <p>Peer Mediation/Conflict /Resolution contract with CSU Fresno for teacher training and student mentoring =\$15,000</p> <p><b>Travel:</b></p> <p>Long Beach Partnership Cross District ACs for Carver principal and visiting principal from Long Beach - 2 trips for FUSD and 2 trips for LBUSD</p> <p>Mileage 480 mi X 0.50 X 4 trips X 1 vehicle = \$960</p> <p>Hotel \$125 X 4 trips X 1 day=\$500</p> <p>Per diem \$71 X 4 trips X 2 days=\$568</p> <p>Bus to provide transportation home from after-school Program –transportation is needed to increase participation in academic support programs because of community safety issues – \$158/day X 185 instructional days = \$29,230</p> <p>Other: Liability 0.74% 4,242</p> <p><b>Total Costs</b></p>	<p>129,700</p> <p><b>856,794</b></p>	<p>5000-5999</p>

## SIG Form 5 b – School Budget Narrative

### Carver Budget Narrative – Year 3

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u> <b>Regular Salaries:</b> Technology Specialist – $\$86,000 \times 100\% = \$86,000$ ELD Coach - $\$77,000 \times 100\% = \$77,000$ Art Specialist - $\$77,000 \times 50\% = \$38,500$ PE Specialist - $\$77,000 \times 50\% = \$38,500$ School Psychologist - $\$86,000 \times 100\% = \$86,000$ Teachers Extended Day/Year $\$51 \times 220 \text{ hrs.} \times 10 \text{ teachers} = \$112,200$ (includes 5 additional instructional days @ 8 hours per day and an additional hour for the current 180 days) Principal I Extended Year $\$419 \times 25 \text{ days} = \$10,475$ (includes 5 school days, 5 additional planning days and 15 summer school)  <b>Certificated Subs:</b> Teacher Release for Training $\$101 \times 5 \text{ days} \times 10 \text{ teachers} = \$5,050$ (professional learning that takes place during the school day) Accountable Community (AC) Leads $\$101 \times 4 \text{ days} \times 2 \text{ teachers} = \$808$ (1 teacher per grade level will participate in Ready About Consulting training regarding Accountable Communities and facilitate the site-based grade level ACs)  <b>Certificated Supplemental:</b> Stipend for principal to mentor VP participating in the Leadership Pipeline Program and to participate in cross-district accountable community with Long Beach Unified. Additional time outside of regular assignment	533,283	1000-1999



duties = \$5,000				
VP Stipend for participation in Leadership Pipeline Program and attending district-based ACs and seminars facilitated by the Turnaround Coach = \$2,500				
Teacher summer school \$30 X 15 days X 7 hrs. X 7 teachers=\$22,050				
Teacher professional learning, planning and collaboration time \$30 X 154 hours X 10 teachers=\$46,200 Includes additional time during the summer and school year during non-duty days and after school for Skillful Teacher, Cognitive Coaching, Safe and Civil Schools, instructional planning, etc.				
Accountable Community Leads \$1,500 X 2 = \$3,000 Stipend to lead teachers for additional planning time related to the work of the ACs				
<u>Classified Personnel Salaries</u> School Engagement Specialist \$40,000 X 100%=\$40,000			40,000	2000-2999
<u>Employee Benefits</u>			148,111	3000-3999
wc	0.78%	4,472		
ui	0.30%	1,720		
medicare	1.45%	8,313		
SSI	6.20%	2,480		
disability	0.73%	292		
STRS	8.25%			
Regular		37,016		
Subs		97		
Supp		6,497		
PERS	9.71%	3,884		
PERS Reduction	3.31%	1,324		
DBR	2.64%	124		
Health \$13,649 FTE		81,894		
<u>Books and Supplies</u>			12,400	4000-4999
<ul style="list-style-type: none"> <li>Student mini note book replacements - \$350 X 20 = \$7,000</li> <li>Science lab equipment and materials replacements =</li> </ul>				

<ul style="list-style-type: none"> <li>\$3,000</li> <li>FOSS material replacements = \$1,200</li> <li>Overhead projector bulb replacement 4 @ \$300 each = \$1,200</li> </ul>		
<u>Services and Other Operating Expenditures</u> <b>Contracted Costs:</b> Contracted Counseling Services - Rate includes staff salaries, supervision, file audits, reporting, etc. (\$55/hr. X 40 hrs/wk X 36 wks.)=\$79,200  Peer Mediation/Conflict /Resolution contract with CSU Fresno for teacher training and student mentoring =\$15,000  <b>Travel:</b> Long Beach Partnership Cross District ACs for Carver principal and visiting principal from Long Beach - 2 trips for FUSD and 2 trips for LBUSD Mileage 480 mi X 0.50 X 4 trips X 1 vehicle = \$960 Hotel \$125 X 4 trips X 1 day=\$500 Per diem \$71 X 4 trips X 2 days=\$568  Bus to provide transportation home from after-school Program –transportation is needed to increase participation in academic support programs because of community safety issues – \$158/day X 185 instructional days = \$29,230  <b>Other:</b> Liability 0.74% 4,242	129,700	5000-5999
<b>Total Costs</b>	<b>863,494</b>	

## SIG Form 5 b – School Budget Narrative

### Webster Budget Narrative – Year 1

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u> <b>Regular Salaries:</b> Vice Principal I – \$85,000 X 100%=\$85,000 (additional VP participating in the Site Leadership Pipeline Program) Technology Specialist – \$86,000 X 100%=\$86,000 Art Specialist - \$77,000 X 100%=\$77,000 PE Specialist - \$77,000 X 100%=\$77,000 ELD Coach \$77,000 X 100%=\$77,000 School Psychologist - \$86,000 X 100%=\$86,000 Teachers Extended Day/Year \$51 X 220 hrs. X 26 teachers=\$291,720 (includes 5 additional instructional days @ 8 hours per day and an additional hour for the current 180 days) Principal II Extended Year \$460 X 25 = \$11,500 (includes 5 school days, 5 additional planning days and 15 summer school) Vice Principal additional days \$399 X 5 days X 2 personnel = \$3,990 (5 additional instructional days for VPs to cover the extended school year )  <b>Certificated Subs:</b> Principal – (Year 1) \$460 X 3 days=\$1,380 (3 days of release time in year one to attend CLASS Training in Sacramento) Teacher Release for Training \$101 X 5 days X 28 teachers= \$14,140 (professional learning that takes place during the school day)  Accountable Community (AC) Leads - \$101 X 4 days	1,037,764	1000-1999

<p>X 6 lead teachers = \$2,424  (1 teacher per grade (K &amp; 1 combined) level will participate in Ready About Consulting training regarding Accountable Communities and facilitate the site-based grade level ACs)</p>				
<p><b>Certificated Supplement:</b>  Stipend for principal to mentor VP participating in the Leadership Pipeline Program and to participate in cross-district accountable community with Long Beach Unified. Additional time outside of regular assignment duties = \$5,000</p>				
<p>VP Stipend for participation in Leadership Pipeline Program and attending district-based ACs and seminars facilitated by the Turnaround Coach = \$2,500</p>				
<p>Teacher summer school  \$30 X 15 days X 7 hrs. X 25 teachers=\$78,750</p>				
<p>Teacher professional learning, planning and collaboration time  \$30 X 154 hours X 28 teachers=\$129,360  Includes additional time during the summer and school year during non-duty days and after school for Skillful Teacher, Cognitive Coaching, Safe and Civil Schools, instructional planning, etc.</p>				
<p>Accountable Community Leads  \$1,500 X 6 = \$9,000  Stipend to lead teachers for additional planning time related to the work of the ACs</p>				
<p><u>Classified Personnel Salaries</u>  School Engagement Specialist  \$40,000 X 100%=\$40,000</p>			40,000	2000-2999
<p><u>Employee Benefits</u></p>			215,601	3000-3999
wc	0.78%	8,407		
ui	0.30%	3,233		
medicare	1.45%	15,628		
SSI	6.20%	2,480		
disability	0.73%	292		
STRS	8.25%			
Regular		65,605		

Subs		296		
Supp		18,530		
PERS	9.71%	3,884		
PERS Reduction	3.31%	1,324		
DBR	2.64%	379		
Health	\$13,649 FTE	95,543		
<b><u>Books and Supplies</u></b>			298,903	4000-4999
<ul style="list-style-type: none"> <li>Laptop for additional Vice Principal and Tech Specialist- \$900 X 2=\$1,800</li> <li>Teacher Slates - \$300 X 28=\$8,400 (26 regular classroom teachers, plus Art and PE specialists)</li> <li>Classroom copier, fax, scanner - \$700 X 26=\$18,200 (one per classroom)</li> <li>Teacher Laptops - \$900 X 28 = \$25,200 (26 regular classroom teachers, plus Art and PE specialists)</li> <li>Mini Note Books for students - 172 students in grades 4-6 X \$350=\$60,200 (mimi note books for 2<sup>nd</sup> and 3<sup>rd</sup> graders will be purchased in year 2)</li> <li>Document cameras(one per classroom) - \$1,300 X 26 = \$33,800</li> <li>Overhead projector bulb replacement @\$300 each X 13 = \$3,900</li> <li>Virtual Field Trip Equipment (5<sup>th</sup> and 6<sup>th</sup> grade classrooms- wide screen monitor, speakers, camera, etc. ) @\$10,000 X 5 classrooms = \$50,000</li> <li>Posters, books, take-home supplies, CDs, etc. for the Parent Resource Center = \$10,000</li> <li>Computers for the Parent Resource Center – 10 X \$900 = \$9,000</li> <li>Furniture (desk/chair unit, desks, bookcases, magazine racks, file cabinets, display tables, etc.) for Parent Resource Center = \$10,000</li> <li>Instructional supplies – (supplemental instructional materials, leveled readers, art supplies, music equipment, etc. = \$68,403</li> </ul>				
<b><u>Services and Other Operating Expenditures</u></b>				
<b>Contracted Costs:</b>				
Contracted Counseling Services - Rate includes staff salaries, supervision, file audits, reporting, etc. (\$55/hr. X 40 hrs/wk X 36 wks.)=\$79,200			140,236	5000-

<p>Fresno Pacific University Master Teacher Partnership – 4 participating master teachers x \$6,000 stipend = \$24,000</p>		5999
<p>Peer Mediation/Conflict /Resolution contract with CSU Fresno for teacher training and student mentoring =\$15,000</p>		
<p><b>Travel:</b> Long Beach Partnership Cross District ACs for Webster principal and visiting principal from Long Beach - 2 trips for FUSD and 2 trips for LBUSD Mileage 480 mi X 0.50 X 4 trips X 1 vehicle = \$960 Hotel \$125 X 4 trips X 1 day=\$500 Per diem \$71 X 4 trips X 2 days=\$568</p>		
<p>CLASS Training for principal in Sacramento (tuition covered under LEA budget) Mileage 400 mi X 0.50 X 1 trip X 1 vehicle=\$200 Hotel \$125 X 1 trip X 2 days=\$250 Per diem \$61 X 1 trip X 3 days=\$183</p>		
<p>Student Study Trips – (colleges/university, museum, zoo, business, library, aquarium, Exploratorium, etc.)</p> <ul style="list-style-type: none"> <li>• Grades K-3 - \$300 X 2 trips X 9 classrooms = \$5,400</li> <li>• Grades 4-6 - \$1,000 X 2 trips X 3 classrooms = \$6,000</li> </ul>		
<p><b>Other:</b> Liability 0.74%</p>	7,975	
<p><b>Total Costs</b></p>		
	1,732,504	

## SIG Form 5 – School Budget Narrative

### Webster Budget Narrative – Year 2

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u> <b>Regular Salaries:</b> Vice Principal I – \$85,000 X 100%=\$85,000 (additional VP participating in the Site Leadership Pipeline Program) Technology Specialist – \$86,000 X 100%=\$86,000 Art Specialist - \$77,000 X 100%=\$77,000 PE Specialist - \$77,000 X 100%=\$77,000 ELD Coach \$77,000 X 100%=\$77,000 School Psychologist - \$86,000 X 100%=\$86,000 Teachers Extended Day/Year \$51 X 220 hrs. X 26 teachers=\$291,720 (includes 5 additional instructional days @ 8 hours per day and an additional hour for the current 180 days) Principal II Extended Year \$460 X 25 days) = \$11,500 (includes 5 additional planning days and 15 summer school) Vice Principal additional days \$399 X 5 days X 2 personnel=\$3,990 (5 additional instructional days for VPs to cover the extended school year )  <b>Certificated Subs:</b> Teacher Release for Training \$101 X 5 days X 28 teachers=\$14,140 (professional learning that takes place during the school day) AC Leads - \$101 X 4 days X 6 teachers = \$2,424 (1 teacher per grade (K & 1 combined) level will participate in Ready About Consulting training regarding Accountable Communities and facilitate the site-based grade level ACs)	1,036,384	1000-1999

<b>Certificated Supplement:</b> Stipend for principal to mentor VP participating in the Leadership Pipeline Program and to participate in cross-district accountable community with Long Beach Unified. Additional time outside of regular assignment duties = \$5,000  VP Stipend for participation in Leadership Pipeline Program and attending district-based ACs and seminars facilitated by the Turnaround Coach = \$2,500  Teacher summer school \$30 X 15 days X 7 hrs. X 25 teachers=\$78,750  Teacher professional learning, planning and collaboration time \$30 X 154 hours X 28 teachers=\$129,360 Includes additional time during the summer and school year during non-duty days and after school for Skillful Teacher, Cognitive Coaching, Safe and Civil Schools, instructional planning, etc. Accountable Community Leads \$1,500 X 6 = \$9,000 Stipend to lead teachers for additional planning time related to the work of the ACs				
<u>Classified Personnel Salaries</u> School Engagement Specialist \$40,000 X 100%=\$40,000			40,000	2000-2999
<u>Employee Benefits</u>			215,514	3000-3999
wc	0.78%	8,396		
ui	0.30%	3,229		
medicare	1.45%	15,608		
SSI	6.20%	2,480		
disability	0.73%	292		
STRS	8.25%			
Regular		65,605		
Subs		273		
Supp		18,530		
PERS	9.71%	3,884		



PERS Reduction	3.31%	1,324		
DBR	2.64%	350		
Health \$13,649 FTE		95,543		
<b><u>Books and Supplies</u></b>			126,200	4000-4999
<ul style="list-style-type: none"> <li>• Mini Note Books for students in grades 2 and 3 (162 X \$350 = \$56,700)</li> <li>• Overhead projector bulb replacement @\$300 each X 15 = \$4,500</li> <li>• Posters, books, take-home supplies, CDs, etc. for parent resource center = \$10,000</li> <li>• Parent resource center furniture (desk/chair unit, desks, bookcases, magazine racks, file cabinets, display tables, etc.) = \$5,000</li> <li>• Instructional supplies – (supplemental materials, software, leveled readers, art supplies, music equipment, etc.) = \$50,000</li> </ul>				
<b><u>Services and Other Operating Expenditures</u></b>			139,593	5000-5999
<b>Contracted Costs:</b>				
Contracted Counseling Services - Rate includes staff Salaries, supervision, file audits, reporting, etc. (\$55/hr. X 40 hrs/wk X 36 wks.)=\$79,200				
Fresno Pacific University Master Teacher Partnership – 4 master teachers x \$6,000 stipend = \$24,000				
Peer Mediation/Conflict /Resolution contract with CSU Fresno for teacher training and student mentoring =\$15,000				
<b>Travel:</b>				
Long Beach Partnership Cross District ACs for Webster principal and visiting principal from Long Beach - 2 trips for FUSD and 2 trips for LBUSD				
Mileage 480 mi X 0.50 X 4 trips X 1 vehicle = \$960				
Hotel \$125 X 4 trips X 1 day=\$500				
Per diem \$71 X 4 trips X 2 days=\$568				
Student Study Trips – (colleges/university, museum, zoo, business, library, aquarium, city hall, Exploratorium, etc.)				
Grades K-3 - \$300 X 2 trips X 9 classrooms = \$5,400				
Grades 4-6 - \$1,000 X 2 trips X 3 classrooms = \$6,000				

<b>Other:</b> Liability 0.74%	7,965		
<b>Total Costs</b>		<b>1,557,691</b>	

## SIG Form 5 b – School Budget Narrative

### Webster Budget Narrative – Year 3

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u> <b>Regular Salaries:</b> Vice Principal I – \$85,000 X 100%=\$85,000 (additional VP participating in the Site Leadership Pipeline Program) Technology Specialist – \$86,000 X 100%=\$86,000 Art Specialist - \$77,000 X 100%=\$77,000 PE Specialist - \$77,000 X 100%=\$77,000 ELD Coach \$77,000 X 100%=\$77,000 School Psychologist - \$86,000 X 100%=\$86,000 Teachers Extended Day/Year \$51 X 220 hrs. X 26 teachers=\$291,720 (includes 5 additional instructional days @ 8 hours per day and an additional hour for the current 180 days) Principal II Extended Year - \$460 X 25 days) = \$11,500 (includes 5 additional planning days and 15 summer school) Vice Principals additional days \$399 X 5 days X 2 personnel=\$3,990 (5 additional instructional days for VPs to cover the extended school year )  <b>Certificated Subs:</b> Teacher Release for Training \$101 X 5 days X 28 teachers=\$14,140 (professional learning that takes place during the school day) AC Leads - \$101 X 4 days X 6 teachers = \$2,424 (1 teacher per grade (K & 1 combined) level will participate in Ready About Consulting training regarding Accountable Communities and facilitate the site-based grade level ACs	1,036,384	1000-1999

<b>Certificated Supplement:</b>				
Stipend for principal to mentor VP participating in the Leadership Pipeline Program and to participate in cross-district accountable community with Long Beach Unified. Additional time outside of regular assignment duties = \$5,000				
VP Stipend for participation in Leadership Pipeline Program and attending district-based ACs and seminars facilitated by the Turnaround Coach = \$2,500				
Teacher summer school \$30 X 15 days X 7 hrs. X 25 teachers=\$78,750				
Teacher professional learning, planning and collaboration time \$30 X 154 hours X 28 teachers=\$129,360 Includes additional time during the summer and school year during non-duty days and after school for Skillful Teacher, Cognitive Coaching, Safe and Civil Schools, instructional planning, etc.				
Accountable Community Leads \$1,500 X 6 = \$9,000 Stipend to lead teachers for additional planning time related to the work of the ACs				
<u>Classified Personnel Salaries</u>				
School Engagement Specialist \$40,000 X 100%=\$40,000			40,000	2000-2999
<u>Employee Benefits</u>				
wc	0.78%	8,396	215,514	3000-3999
ui	0.30%	3,229		
medicare	1.45%	15,608		
SSI	6.20%	2,480		
disability	0.73%	292		
STRS	8.25%			
Regular		65,605		
Subs		273		
Supp		18,530		
PERS	9.71%	3,884		
PERS Reduction	3.31%	1,324		
DBR	2.64%	350		
Health \$13,649 FTE		95,543		

<u>Books and Supplies</u> <ul style="list-style-type: none"> <li>• Mini Note Books for students - 20 replacements X \$350=\$7,000</li> <li>• Overhead projector bulb replacement @\$300 each X 17 = \$5,100</li> <li>• Parent resource center and home literacy supplies = \$7,000</li> <li>• Instructional supplies – (supplemental curriculum, classroom materials and supplies, independent reading books, PE and art supplies, etc.) = \$50,000</li> </ul>	69,100	4000-4999
<u>Services and Other Operating Expenditures</u> <b>Contracted Costs:</b> Contracted Counseling Services - Rate includes staff Salaries, supervision, file audits, reporting, etc. (\$55/hr. X 40 hrs/wk X 36 wks.)=\$79,200  Fresno Pacific University Master Teacher Partnership – 4 master teachers x \$6,000 stipend = \$24,000  Peer Mediation/Conflict /Resolution contract with CSU Fresno for teacher training and student mentoring =\$15,000  <b>Travel:</b> Long Beach Partnership Cross District ACs for Webster principal and visiting principal from Long Beach - 2 trips for FUSD and 2 trips for LBUSD Mileage 480 mi X 0.50 X 4 trips X 1 vehicle = \$960 Hotel \$125 X 4 trips X 1 day=\$500 Per diem \$71 X 4 trips X 2 days=\$568  Student Study Trips – (colleges/university, museum, zoo, business, library, aquarium, city hall, Exploratorium, etc.) <ul style="list-style-type: none"> <li>• Grades K-3 - \$300 X 2 trips X 9 classrooms = \$5,400</li> <li>• Grades 4-6 - \$1,000 X 2 trips X 3 classrooms = \$6,000</li> </ul> <b>Other:</b> Liability 0.74% 7,965	139,593	5000-5999
<b>Total Costs</b>	<b>1,500,591</b>	

## SIG Form 5 – School Budget Narrative

### Yosemite Budget Narrative – Year 1

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u> <b>Regular Salaries:</b> Vice Principal II – \$90,000 X 100%=\$90,000 (additional VP participating in the Site Leadership Pipeline Program) Technology Specialist – \$86,000 X 100%=\$86,000 AVID Teacher - \$77,000 X 60%=\$46,200 Art Teacher - \$77,000 X 100% = \$77,000 Social Studies Teacher/Coach - \$77,000 X 100% = \$77,000 EL Coach \$77,000 X 100%=\$77,000 School Psychologist - \$86,000 X 100%=\$86,000 Teachers Extended Day/Year \$51 X 220 hrs. X 41 teachers=\$460,020 (includes 5 additional instruction days @8 hours per day and an additional hour for the current 180 days) Principal III Extended Year \$480 X 25 days=\$12,000 (includes 5 school days, 5 additional planning days and 15 summer school) Vice Principal additional days – \$419 X 5 days X 2 =\$4,190 (includes 5 additional instruction days for VPs to cover the extended school year)  <b>Certificated Subs:</b> Principal Mentoring – (Year 1) \$460 X 3 days=\$1,380 (3 days of release time in year one to attend CLASS training in Sacramento) Teacher Release for Training \$101 X 5 days X 41 teachers = \$20,705	1,315,139	1000-1999

(professional learning that takes place during the school day)				
Accountable Community (AC) Leads - \$101 X 4 days X 6 lead teachers = \$2,424 (1 teacher per content area (ELA, math, science, history/social studies, art, world language) will participate in Ready About Consulting training regarding Accountable Communities and facilitate the site-based grade level ACs)				
<b>Certificated Supplemental:</b> Stipend for principal to mentor VP participating in the Leadership Pipeline Program and to participate in cross-district accountable community with Long Beach Unified. Additional time outside of regular assignment duties = \$5,000				
VP Stipend for participation in Leadership Pipeline Program and attending district-based ACs and seminars facilitated by the Turnaround Coach = \$2,500				
Teacher summer school \$30 X 15 days X 7 hrs. X 22 teachers= \$69,300				
Teacher professional learning, planning and collaboration time \$30 X 154 hours X 41 teachers=\$189,420 Includes additional time during the summer and school year during non-duty days and after school for Skillful Teacher, Cognitive Coaching, Safe and Civil Schools, instructional planning, etc.				
Accountable Community Leads \$1,500 X 6 leads = \$9,000 Stipend to lead teachers for additional planning time related to the work of the ACs				
<u>Classified Personnel Salaries</u> School Engagement Specialist \$40,000 X 100%=\$40,000			40,000	2000-2999
<u>Employee Benefits</u>			253,396	3000-3999
wc	0.78%	10,570		

ui	0.30%	4,065		
medicare	1.45%	19,650		
SSI	6.20%	2,480		
disability	0.73%	292		
STRS	8.25%			
Regular		83,771		
Subs		404		
Supp		22,706		
PERS	9.71%	3,884		
PERS Reduction	3.31%	1,324		
DBR	2.64%	518		
Health \$13,649 FTE		103,732		
<b><u>Books and Supplies</u></b>			61,700	4000-4999
<ul style="list-style-type: none"> <li>Laptop for Vice Principal - \$900 X 100%=\$900</li> <li>Laptop for Tech Specialist - \$900 X 100%=\$900</li> <li>Laptop for EL Coach - \$900 X 100%= \$900</li> <li>Classroom copier, fax, scanner - \$700 X 20 classrooms = \$14,000 (equipment for rest of classrooms will be purchased in year 2)</li> <li>Classroom blue tooth sound system - \$300 X 20 classrooms = \$6,000 (equipment for rest of classrooms will be purchased in year 2)</li> <li>Virtual field trip equipment \$13,000 X 3 = \$39,000 (for 3 social studies classrooms; equipment for 3 science classrooms will be purchased in year 2)</li> </ul>				
<b><u>Services and Other Operating Expenditures</u></b>				
<b>Contracted Costs:</b>			67,289	5000-5999
Contracted Counseling Services - Rate includes staff salaries, supervision, file audits, reporting, etc. (\$55/hr. X 20 hrs/wk X 36 wks.)=\$39,600				
Peer Mediation/Conflict /Resolution contract with CSU Fresno for teacher training and student mentoring =\$15,000				
<b>Travel:</b>				
Long Beach Partnership Cross District ACs for Yosemite principal and visiting principal from Long Beach - 2 trips for FUSD and 2 trips for LBUSD				
Mileage 480 mi X 0.50 X 4 trips X 1 vehicle = \$960				
Hotel \$125 X 4 trips X 1 day=\$500				
Per diem \$71 X 4 trips X 2 days=\$568				
CLASS Training for principal in Sacramento (tuition				



<p>covered under LEA budget)</p> <p>Mileage 400 mi X 0.50 X 1 trip X 1 vehicle=\$200</p> <p>Hotel \$125 X 1 trip X 2 days=\$250</p> <p>Per diem \$61 X 1 trip X 3 days=\$183</p> <p><b>Other:</b></p> <p>Liability 0.74% 10,028</p> <p><b>Total Costs</b></p>	<p><b>1,737,524</b></p>	
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## SIG Form 5 b – School Budget Narrative

### Yosemite Budget Narrative – Year 2

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u> <b>Regular Salaries:</b> Vice Principal II – \$90,000 X 100%=\$90,000 (additional VP participating in the Site Leadership Pipeline Program) Technology Specialist – \$86,000 X 100%=\$86,000 AVID Teacher - \$77,000 X 60%=\$46,200 Art Teacher - \$77,000 X 100% = \$77,000 Social Studies Teacher/Coach - \$77,000 X 100% = \$77,000 EL Coach \$77,000 X 100%=\$77,000 School Psychologist - \$86,000 X 100%=\$86,000 Teachers Extended Day/Year \$51 X 220 hrs. X 41 teachers=\$460,020 (includes 5 additional instruction days @8 hours per day and an additional hour for the current 180 days)  Principal III Extended Year \$480 X 25 days=\$12,000 (includes 5 school days, 5 additional planning days and 15 summer school) Vice Principal additional days – \$419 X 5 days X 2 =\$4,190 (includes 5 additional instruction days for VPs to cover the extended school year)  <b>Certificated Subs:</b> Teacher Release for Training \$101 X 5 days X 41 teachers = \$20,705 (professional learning that takes place during the school day)  Accountable Community (AC) Leads - \$101 X 4 days	1,313,759	1000-1999

<p>X 6 lead teachers = \$2,424  (1 teacher per content area (ELA, math, science, history/social studies, art, world language) will participate in Ready About Consulting training regarding Accountable Communities and facilitate the site-based grade level ACs)</p>				
<p><b>Certificated Supplemental:</b>  Stipend for principal to mentor VP participating in the Leadership Pipeline Program and to participate in cross-district accountable community with Long Beach Unified. Additional time outside of regular assignment duties = \$5,000</p>				
<p>VP Stipend for participation in Leadership Pipeline Program and attending district-based ACs and seminars facilitated by the Turnaround Coach = \$2,500</p>				
<p>Teacher summer school  \$30 X 15 days X 7 hrs. X 22 teachers= \$69,300</p>				
<p>Teacher professional learning, planning and collaboration time  \$30 X 154 hours X 41 teachers=\$189,420  Includes additional time during the summer and school year during non-duty days and after school for Skillful Teacher, Cognitive Coaching, Safe and Civil Schools, instructional planning, etc.</p>				
<p>Accountable Community Leads  \$1,500 X 6 leads = \$9,000  Stipend to lead teachers for additional planning time related to the work of the ACs</p>				
<p><u>Classified Personnel Salaries</u>  School Engagement Specialist  \$40,000 X 100%=\$40,000</p>			40,000	2000-2999
<p><u>Employee Benefits</u></p>			253,310	3000-3999
wc	0.78%	10,559		
ui	0.30%	4,061		
medicare	1.45%	19,630		
SSI	6.20%	2,480		
disability	0.73%	292		

STRS	8.25%		
Regular		83,771	
Subs		382	
Supp		22,706	
PERS	9.71%	3,884	
PERS Reduction	3.31%	1,324	
DBR	2.64%	488	
Health \$13,649 FTE		103,732	
<u>Books and Supplies</u>		60,000	4000-4999
<ul style="list-style-type: none"> <li>Classroom copier, fax, scanner - \$700 X 21 = \$14,700</li> <li>Classroom blue tooth sound system - \$300 X 21 = \$6,300</li> <li>Virtual field trip equipment (3 Science classrooms) \$13,000 X 3 = \$39,000</li> </ul>			
<u>Services and Other Operating Expenditures</u>			
<b>Contracted Costs:</b>		66,646	5000-5999
Contracted Counseling Services - Rate includes staff salaries, supervision, file audits, reporting, etc. (\$55/hr. X 20 hrs/wk X 36 wks.)=\$39,600			
Peer Mediation/Conflict /Resolution contract with CSU Fresno for teacher training and student mentoring = \$15,000			
<b>Travel:</b>			
Long Beach Partnership Cross District ACs for Yosemite principal and visiting principal from Long Beach - 2 trips for FUSD and 2 trips for LBUSD			
Mileage 480 mi X 0.50 X 4 trips X 1 vehicle = \$960			
Hotel \$125 X 4 trips X 1 day=\$500			
Per diem \$71 X 4 trips X 2 days=\$568			
<b>Other:</b>			
Liability 0.74%		10,018	
<b>Total Costs</b>		<b>1,733,714</b>	

## SIG Form 5 b – School Budget Narrative

### Yosemite Budget Narrative – Year 3

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Certificated Personnel Salaries</u> <b>Regular Salaries:</b> Vice Principal II – \$90,000 X 100%=\$90,000 (additional VP participating in the Site Leadership Pipeline Program) Technology Specialist – \$86,000 X 100%=\$86,000 AVID Teacher - \$77,000 X 60%=\$46,200 Art Teacher - \$77,000 X 100% = \$77,000 Social Studies Teacher/Coach - \$77,000 X 100% = \$77,000 EL Coach \$77,000 X 100%=\$77,000 School Psychologist - \$86,000 X 100%=\$86,000 Teachers Extended Day/Year \$51 X 220 hrs. X 41 teachers=\$460,020 (includes 5 additional instruction days @8 hours per day and an additional hour for the current 180 days)  Principal III Extended Year \$480 X 25 days=\$12,000 (includes 5 school days, 5 additional planning days and 15 summer school) Vice Principal additional days – \$419 X 5 days X 2 =\$4,190 (includes 5 additional instruction days for VPs to cover the extended school year)  <b>Certificated Subs:</b> Teacher Release for Training \$101 X 5 days X 41 teachers = \$20,705 (professional learning that takes place during the school day)	1,313,759	1000-1999

Accountable Community (AC) Leads - \$101 X 4 days X 6 lead teachers = \$2,424 (1 teacher per content area (ELA, math, science, history/social studies, art, world language) will participate in Ready About Consulting training regarding Accountable Communities and facilitate the site-based grade level ACs)				
<b>Certificated Supplemental:</b> Stipend for principal to mentor VP participating in the Leadership Pipeline Program and to participate in cross-district accountable community with Long Beach Unified. Additional time outside of regular assignment duties = \$5,000  VP Stipend for participation in Leadership Pipeline Program and attending district-based ACs and seminars facilitated by the Turnaround Coach = \$2,500  Teacher summer school \$30 X 15 days X 7 hrs. X 22 teachers= \$69,300  Teacher professional learning, planning and collaboration time \$30 X 154 hours X 41 teachers=\$189,420 Includes additional time during the summer and school year during non-duty days and after school for Skillful Teacher, Cognitive Coaching, Safe and Civil Schools, instructional planning, etc. Accountable Community Leads \$1,500 X 6 leads = \$9,000 Stipend to lead teachers for additional planning time related to the work of the ACs				
<u>Classified Personnel Salaries</u> School Engagement Specialist \$40,000 X 100%=\$40,000			40,000	2000- 2999
<u>Employee Benefits</u>			253,310	3000- 3999
wc	0.78%	10,559		
ui	0.30%	4,061		
medicare	1.45%	19,630		
SSI	6.20%	2,480		

disability	0.73%	292		
STRS	8.25%			
Regular		83,771		
Subs		382		
Supp		22,706		
PERS	9.71%	3,884		
PERS Reduction	3.31%	1,324		
DBR	2.64%	488		
Health \$13,649 FTE		103,732		
<u>Books and Supplies</u>			0	4000-4999
<u>Services and Other Operating Expenditures</u>			90,646	5000-5999
Contracted Counseling Services - Rate includes staff salaries, supervision, file audits, reporting, etc.(\$55/hr. X 20 hrs/wk X 36 wks.)=\$39,600				
Fresno Pacific University Master Teacher Partnership – \$6,000 X 4 master teachers = \$24,000				
Peer Mediation/Conflict /Resolution contract with CSU Fresno for teacher training and student mentoring = \$15,000				
<b>Travel:</b>				
Long Beach Partnership Cross District ACs for Yosemite principal and visiting principal from Long Beach - 2 trips for FUSD and 2 trips for LBUSD				
Mileage 480 mi X 0.50 X 4 trips X 1 vehicle = \$960				
Hotel \$125 X 4 trips X 1 day=\$500				
Per diem \$71 X 4 trips X 2 days=\$568				
<b>Other:</b>				
Liability 0.74%		10,018		
<b>Total Costs</b>			<b>1,697,714</b>	

## SIG Form 9-Schools to Be Served

### Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Carver	10 62166 6006134	0614550	X			X				X		\$3,132,860
Yosemite	10 62166 6061204	0614550	X			X				X		\$5,630,671
Webster	10 62166 6006555	0614550	X			X				X		\$5,236,469



## SIG Form 10–Implementation Chart for a Tier I or Tier II School

### Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: <b>Carver Academy School</b> Tier: <b>I</b>						
Intervention Model: <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: <u>.666</u> LEA <u>5.0</u> School N/A Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
<b>GOVERNANCE</b>						
GS	SIG principals will all report to the same central office leader (such as an assistant superintendent) with experience turning around low performing schools. Will meet together a minimum of monthly.	August 2010 through June 2013	N/A	N/A	N/A	Superintendent Hanson
GS	Establish a District Turnaround School Office to provide support to the SIG schools <ul style="list-style-type: none"> <li>Hire a Turnaround Coach and Budget Technician to support</li> </ul>	Aug-2010  Aug – Oct 2010	N/A	\$196,464	Title I, EIA-SCE, unrestricted	Associate Superintendent School Support Services, Cindy Tucker

	the schools <ul style="list-style-type: none"> <li>Assign a Research Evaluation and Assessment (REA) Administrative Analyst- to work with the three schools and support the office with data collection and reporting</li> </ul>	Aug 2010				
GS	Establish SIG Advisory Committee at each school to include FTA leadership, central office leadership, principal, community representatives, and parents	Aug 2010 through June 2013	N/A	N/A	N/A	Cindy Tucker, Greg Gadams, FTA President, Steve Gonzalez, Principal
<b>SCHOOL LEADERSHIP</b>						
PD	Implement cross-district Accountable Community (AC) with FUSD and Long Beach USD principals- meet 4 times per year (twice in Fresno, twice in Long Beach)	August, January, March and May 2010-2013	\$6092	\$258	Title II	Julie Severns, Administrator Leadership Development, Turnaround Coach (TC)
PD	Create a Principal Leadership Pipeline Program to provide Carver VP with varied job embedded training supported by mentoring and networking with other aspiring principals/VPs	Once per month and one Saturday per quarter 2010-2013	\$6,084	\$6,546	Title II, unrestricted	TC and Severns

	from other SIG schools					
PD	The District Turnaround Coach and the principal at each turnaround school will attend Coaching Leaders to Attain Student Success (CLASS) training	Feb. 15-17, 2011	\$2013	\$3,247	Title II, unrestricted	Severns
<b>STAFFING/ PROFESSIONAL LEARNING OPPORTUNITIES</b>						
RP	Steve Gonzalez appointed new principal	June 2010	N/A	N/A	Title I, unrestricted, EIA-SCE	Associate Superintendent of Human Resources, Kim Mecum and Hanson
SS	Screen all teachers, interview and rehire no more that 50% of current teachers	June-July 2010	N/A	N/A		Mecum and Principal Steve Gonzalez
RP, RPR	Develop MOU with FTA to provide operational flexibility and secure approval to extend school days and school year for staff that will allow additional professional learning and instructional time	July 2010	N/A	N/A	Unrestricted	Tucker, Mecum
RPR	Select master teachers to participate in the Fresno Pacific University (FPU) student teacher program	August-May '11-12, '12-13	N/A	N/A	unrestricted	Steve Gonzalez, Principal and FPU

PD	Assist teachers with the integration of technology tools, i. e., teacher slates, mini note laptops, My Site, etc. in core curriculum project-based learning supported by a Technology Coach	Aug 2010 to June 2013	\$319,600	\$13,551	Title I, QEIA	S. Gonzalez, Patti Patrick, Instructional Technology and Innovation Coordinator, Tech Coach
PD, SD	Select 2 Accountable Community (AC) Lead Teachers (one from each grade level) to facilitate ACs	Aug 2010, '11, „12',	\$11,424	\$483	N/A	S. Gonzalez
PD, SD	Provide time for teacher collaboration and articulation through extended school day/year and sub release time	Aug 2010 to June 2013	\$58,273	\$2,471	Title I, QEIA, EIA-SCE	S. Gonzalez
PD, SD	Provide teachers with training in Cognitive Coaching (to support Accountable Communities) -eight 1-day sessions for all teachers	Dec, Mar & June 2010-11	\$75,833	\$24,063	Title I, EIA-SCE	Val Hogwood, Center for Cognitive Coaching
PD, SCO	Maintain a positive behavior support model (Safe and Civil Schools) facilitated by a full time school psychologist reinforcing the model through job embedded coaching, enabling an	Aug 2010 to June 2013	\$329,759	\$19,350	Title I, EIA-SCE	S. Gonzalez and Lissa Vasquez, Social/ Emotional Systems Support Coordinator,

	effective Student Success Team, and implementing a school-wide Response to Intervention program					School Psych
PD	Provide training in pedagogical knowledge and skills using the <i>Skillful Teacher</i> - monthly by the district team, and <ul style="list-style-type: none"> <li>• five ½-day sessions by consultants</li> </ul>	Sept 2010 to June 2013  AND Sept, Oct, Feb, March each year	\$19,755	\$11,262	Title I, Title II	Ready About Consulting, TC, Severns
PD, ILT	Teachers will participate in Demonstration Summer School for three weeks every summer to provide intervention classes for struggling students and to receive additional teaching strategies, skills and practice	15 days June-July, 2011-2013	\$36,885	\$1,564	Title I, Title II	S. Gonzalez, Barbara Bengel, Asst Sup. State and Federal Programs
PD/ILT	Assign support providers to 1 <sup>st</sup> and 2 <sup>nd</sup> year teachers as needed	2011-2013	N/A	N/A	Title II, unrestricted	PAR/BTSA Office Teresa Morales
	<b>INSTRUCTIONAL PROGRAM</b>					
PD, IP	Fully implement the ELD <i>Avenues</i> curriculum and Frontloading strategies throughout the curriculum with assistance by the site	Aug 2010 to June „13	\$252,000	\$10,685	Title I, EIA-SCE, EL, QEIA	Maria Maldonado, Asst. Supt EL Services, S. Gonzalez, EL

	EL Coach					Coach
IP	Continue consistent use of ELA district/SBE adopted curriculum on a daily basis and intervention programs; use technology as an instructional tool	Aug – June 2009–10 2010-11 2011-12 2012-13	\$87,000	\$3,689	Title I, EIA-SCE, EL, QEIA	Teachers with support from Instructional Coach, Tech Spec., EL Coach, VP, S. Gonzalez, Hogwood
IP,PD	Continue and strengthen standards based math instruction using district/SBE adopted materials, Beyond the Basic Facts, and 3-phase Math Lesson Design; use technology as an instruction/learning tool	Aug – June 2009–10 2010-11 2011-12 2012-13	\$80,736	\$3,423	Title I, EIA-SCE, QEIA	Teachers with support from Instructional Coach, EL Coach, Tech Spec., VP, S. Gonzalez, Hogwood
PD, IP	Provide continued support to ELA and Math teachers in standards-based curriculum implementation and instructional strategies by the Instructional Coach assigned to Carver	Job embed- ded learning Aug to June 2010- 2013	\$14,789	\$627	Title I, EIA-SCE	Val Hogwood, Director of Curriculum and Instruction and Professional Development, Instructional Coach
IP	Purchase all core, intervention, supplemental and replacement curriculum materials as needed	July 2010, 2011, 2- 12	N/A	N/A	Title I, EIA-SCE, unrestricted, SLIBG	S. Gonzalez
IP	Implement student laptop program	Nov 2010	\$94,500	\$4,007	Unrestricted, EIA-SCE, EETT	S. Gonzalez

IP	Establish hands-on science labs (one per grade level)	July – Aug 2010	\$36,400	\$1,543	Unrestricted, EIA-SCE, Title I	S. Gonzalez
IP, SCO	Implement student school broadcast program	Jan 2011	\$4,000	\$170	Unrestricted	S. Gonzalez
IP, PD	A .50 FTE Art Teacher will integrate standards based art instruction into ELA or Social Studies curriculum. Will provide direct classroom instruction and coach regular classroom teachers	Aug to June 2010-2013	\$169,753	\$7,198	N/A	S. Gonzalez and Kate McKnight, District Visual and Performing Arts Coordinator
IP	A .50 FTE PE Specialist will provide instruction using EPEC curriculum aligned to California standards. Will provide direct classroom instruction and coach regular classroom teachers	August to June 2010-2013	\$169,753	\$7,198	N/A	S. Gonzalez and Lillian Harautuneian District PE Coordinator
ILT	Provide bus transport home at end of ASES and 21 <sup>st</sup> CCLC programs.	August to June 2010-2013	\$87,960	\$3,730	Unrestricted I	Ralph Meza, Director of Transportation
<b>USE OF STUDENT DATA TO INFORM INSTRUCTION</b>						
SD	District Turnaround Coach, REA Analyst and Principal will provide training for the new ATLAS student data monitoring system during	August-May 2010-11	N/A	N/A	Title II, unrestricted	Turnaround Coach and Principal

	Accountable Community time					
PD, SD	Develop a master schedule for Accountable Communities – AC (teacher trainings, workshops, and data assessment analysis) for each school year	July 2010-2013	N/A	N/A	Title I, EIA-SCE	S. Gonzalez
SD	Teachers will analyze all student data to inform instruction on a weekly basis through ACs	Aug to June 2010-2013	\$63,429	\$2,689	N/A	S. Gonzalez
SD	Develop a school Data Dashboard that aligns with the district Dashboard to assist with the cycle of review process and support ACs	Aug 2010 and revise quarterly	N/A	N/A	N/A	S. Gonzalez, VP, Advisory Committee, TC, Asst. Sup
<b>INCREASED LEARNING TIME</b>						
ILT	Require Demonstration Summer School for students who are basic and below needing intervention	15 days June-July, 2011-2013	\$36,885	\$1,564	Title I, EIA-SCE	S. Gonzalez and Bengel
ILT	Coordinate individualized academic support to students before and after school	August to June 2010-2013	\$11,619	\$493	Unrestricted, ASES and 21 <sup>st</sup> CCLC funding through the Fresno County Office of Education	S. Gonzalez Alix Fraser, Fresno County Office of Education
ILT	Extend the school day/year by 1 hour per day and 5 instructional	August 2010-	\$300,578	\$12,745	Title I, unrestricted	S. Gonzalez, Hanson



	days per year					
ILT	Install exterior lighting for a safe and secure campus during extended hours	Aug to Nov 2010	\$20,000	\$848	Unrestricted. Full Service Community funding	S. Gonzalez, FUSD Facilities Department
<b>SOCIAL/EMOTIONAL AND COMMUNITY ORIENTED SERVICES</b>						
SCO	Provide contracted counseling services	Oct 2010 to June 2011 August to June 2011-12 2012-13	\$237,600	\$10,074	N/A	Edward Gonzalez, Assoc Sup. Prevention and Intervention, Lissa Vasquez, Steve Gonzalez, contracted provider
SCO	Continue to fully implement school-wide programs (Second Step, Character Counts) to support positive student behavior	Aug to June 2010-2013	N/A	N/A	Title I, SCE, unrestricted	S. Gonzalez, School Psych, Vasquez, E. Gonzalez)
SCO	Implement the Peer Mediation/Conflict Resolution program to reduce and resolve student disputes and disagreements leading to suspensions/expulsions	Nov to June 2010-11 Aug to June 2011-12, 2012-13	\$45,000	\$1,908	Title I	S. Gonzalez, CSU Fresno (Pam Lane-Garon), Engagement Spec.
SCO	Safe and Civil Schools-	See Professional Learning Opportunities above				School Psych.
SCO	A School Engagement Specialist will be	Hire by Nov	\$187,923	\$7,968	Title I, EIA-SCE	S. Gonzalez

	responsible for the coordination of student, parent and community engagement activities (PU, PTA, Coffee Hour with the Principal, Parent night, etc.)	2010 Ongoing school year services through June 2013				
SCO	Inform parents of new dress code: school-wide uniforms to discourage students from wearing gang colors All students will wear uniforms daily by November 2010.	Nov. 2010 to June 2011 Aug 2011 to June 2013	N/A	N/A	N/A	S. Gonzalez and all staff
<b>PARENT INVOLVEMENT</b>						
FCE	Provide a variety of parenting classes, i.e., what parents should know about their school, college level classes, career pathways, how to work with their children to improve academic achievement, leadership skills, how to help at school, etc.) through Parent University that will increase parent involvement	Sept 2010 to June 2011 Aug 2011 to June 2013	N/A	N/A	Title I, EIA-SCE	Xee Yang, Coordinator for the Community Family Engagement Network (CFEN), School Engagement Specialist, S. Gonzalez
FCE	Notify and schedule parent/ teacher	Quarterly meetings	N/A	N/A	N/A	Teachers

	conferences	Oct, Jan, April, June 2010- 2013				
FCE	Inform all parents of school activities (PTA, coffee hours, parent nights, etc.)	2010-2013	N/A	N/A	Title I, EIA-SCE, Full Service Community Funds	Engagement Specialist
FCE	Enhance Parent and Community Resource Center – purchase furniture, computers, etc.	August-Nov. 2010	\$7,100	\$301	Unrestricted, Full Service Community Schools	S. Gonzalez, Yang

## SIG Form 10-Implementation Chart for a Tier I or Tier II School

### Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: <b>Webster Elementary School</b> Tier: <b>I</b>						
Intervention Model: <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: <u>.666</u> LEA <u>7.0</u> School <u>N/A</u> Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
<b>GOVERNANCE</b>						
GS	SIG principals will all report to the same central office leader (such as an assistant superintendent) with experience turning around low performing schools. Will meet together a minimum of monthly.	August 2010 through June 2013	N/A	N/A	N/A	Superintendent Hanson
GS	Establish a District Turnaround School Office to provide support to the SIG schools <ul style="list-style-type: none"> <li>Hire a Turnaround Coach and Budget Technician to support the schools</li> </ul>	Aug – Oct 2010	N/A	\$196,464	Title I, EIA-SCE, unrestricted	Associate Superintendent School Support Services, Cindy Tucker

	<ul style="list-style-type: none"> <li>Assign a Research Evaluation and Assessment (REA) Administrative Analyst-to work with the three schools and support the office with data collection and reporting</li> </ul>					
GS	Establish SIG Advisory Committee at each school to include FTA leadership, central office leadership, principal, community representatives, and parents	Aug 2010 through June 2013	N/A	N/A	N/A	Cindy Tucker, Greg Gadams, FTA President, Kelli Wilkins, Principal
<b>SCHOOL LEADERSHIP</b>						
PD	Implement cross-district Accountable Community (AC) with FUSD and Long Beach USD principals-meet 4 times per year (twice in Fresno, twice in Long Beach)	August, January, March and May 2010-2013	\$6092	\$258	Title II	Julie Severns, Administrator Leadership Development, Turnaround Coach (TC)
PD	Create a Principal Leadership Pipeline Program to provide aspiring principal (VP at Webster) with varied job embedded training supported by mentoring and networking with other aspiring principals/VPs	Once per month and one Saturday per quarter 2010-2013	\$6,084	\$6,546	Title II, unrestricted	TC and Severns

	from other SIG schools					
PD	The District Turnaround Coach and the principal at each turnaround school will attend Coaching Leaders to Attain Student Success (CLASS) training	Feb. 15-17, 2011	\$2013	\$3,247	Title II, unrestricted	Severns
<b>STAFFING/ PROFESSIONAL LEARNING OPPORTUNITIES</b>						
RP	Kelli Wilkins assigned as Webster's principal in the 2009-10 school year and will remain in this position	August 2009	N/A	N/A	N/A	Hanson, Assoc Supt. HR, Kim Mecum
SS	Screen all teachers, interview and rehire no more that 50% of current teachers	April - May 2010	N/A	N/A	N/A	Mecum and Principal Kelli Wilkins
RP, RPR	Develop MOU with FTA to provide operational flexibility and secure approval to extend school days and school year for staff that will allow additional professional learning and instructional time	July 2010	N/A	N/A	Unrestricted	Tucker, Mecum
RPR	Select master teachers to participate in the Fresno Pacific University (FPU) student teacher program	August-May '10 -11, '11-12, '12-13	\$72,000	\$3,053	Title I, unrestricted	Kelli Wilkins, Principal and FPU
PD, IP	Provide continued support to ELA and Math teachers	Job embedd	\$32,764	\$1,389	Title I, EIA-SCE	Val Hogwood, Director of

	in standards-based curriculum implementation and instructional strategies through coaching from Instructional Coach assigned to Webster	ed learning Aug to June 2010 to „13				Curriculum and Instruction and Professional Development, Instructional Coach
PD	Assist teachers with the integration of technology tools, i. e., teacher slates, virtual field trips, mini note laptops, My Site, etc. in core curriculum project-based learning supported by a Technology Coach	Aug 2010 to June 2013	\$309,600	\$13,127	Title I	Wilkins, Patti Patrick, Instructional Technology and Innovation Coordinator, Tech Spec.
PD,SD	Select 6 Lead Teachers to facilitate ACs	Aug (2010, '11, '12 '13)	\$37,640	\$1,596		Wilkins
PD, SD	Provide time for teacher collaboration and articulation through extended school day/year and sub release time	Aug 2010 to June 2013 weekly	\$225,763	\$9,572		Wilkins and VP
PD, SD	Provide teachers with training in Cognitive Coaching (to support Accountable Communities) -eight 1-day sessions for all teachers	Dec, Mar.& June 2010-2011	\$156,333	\$27,477	Title I, EIA-SCE	Val Hogwood and Center for Cognitive Coaching
PD/SCO	Maintain a positive behavior support model	Aug 2010 to	\$337,318	\$19,671	Title I, EIA-SCE	Wilkins and Lissa Vasquez,

	(Safe and Civil Schools) facilitated by a full time school psychologist reinforcing the model through job embedded coaching, enabling an effective Student Success Team, and implementing a school-wide Response to Intervention program	June 2013				Social/ Emotional Systems Support Coordinator
PD	<p>Provide training in pedagogical knowledge and skills using the <i>Skillful Teacher</i> - monthly by the district team, and</p> <ul style="list-style-type: none"> <li>• five ½-day sessions by consultants</li> </ul>	<p>Sept 2010 to June 2013</p> <p>AND Sept, Oct, Feb, March each year</p>	\$55,832	\$12,791	Title I, Title II	Ready About Consulting, TC, Severns
PD/ILT	Teachers will participate in Demonstration Summer School for three weeks every summer to provide intervention classes for struggling students and to receive additional teaching strategies, skills and practice	15 days June-July 2011, 2012, 2013	\$94,000	\$3,986	Title I, Title II	Wilkins, Barbara Bengel, Assistant Superintendent State and Federal Programs, Suzie Friedberger,



						Summer School Coordinator
PD	Assign support providers to 1 <sup>st</sup> and 2 <sup>nd</sup> year teachers as needed	Aug to June 2011-2013	N/A	N/A	Title II, unrestricted	PAR/BTSA Office Teresa Morales
<b>INSTRUCTIONAL PROGRAM</b>						
PD,IP	Fully implement the ELD <i>Avenues</i> curriculum and Frontloading strategies through coaching by the site EL Coach	Aug 2010 to June „13	\$232,224	\$9,846	Title I, EIA-SCE	Maria Maldonado, Asst. Supt. EL Services
IP	Continue and strengthen standards based math instruction using district/SBE adopted materials, Beyond the Basic Facts, and 3-phase Math Lesson Design; use technology as an instruction/learning tool	Aug – June 2009–10 2010-11 2011-12 2012-13	\$260,726	\$11,055	N/A	Teachers with support from Instructional Coach, EL Coach, Tech Spec., VP, Wilkins, Hogwood
IP	Continue consistent use of ELA district/SBE adopted curriculum on a daily basis and intervention programs; use technology as an instructional tool	Aug – June 2009–10 2010-11 2011-12 2012-13	\$299,550	\$12,701	N/A	Teachers with support from Instructional Coach, Tech Spec., EL Coach, VP, Wilkins, Hogwood
IP	Purchase all intervention and core curriculum materials as needed	July 2010, 2011,	N/A	N/A	Title I, EIA-SCE, unrestricted, SLIBG	Wilkins

		2012,				
IP	Implement student laptop computer program	Nov 2010	\$123,900	\$5,253	Title I, EIA-SCE	Wilkins, Patrick, Tech Spec
IP/PD	Full time Art Specialist will integrate standards based art instruction into ELA, or Social Studies curriculum. Will provide direct classroom instruction and will coach regular classroom teachers	August to June 2010-2013	\$343,466	\$14,563	Title I, EIA-SCE	Wilkins and Kate McKnight, District Visual and Performing Arts Coordinator
IP/PD	Full time PE Specialist will provide instruction using EPEC curriculum aligned to California standards. Will provide direct classroom instruction and will coach regular classroom teachers	2010-2013	\$343,466	\$14,563	Title I, EIA-SCE	Wilkins and Lillian Harautuneian District PE Coordinator
IP	Schedule student study trips that align with standards-based curriculum to build background knowledge	Aug - May 2010-2013. Two trips per class per year	\$34,200	\$1,450	EIA-SCE, unrestricted	Teachers and VP

USE OF STUDENT DATA TO INFORM INSTRUCTION						
SD	District Turnaround Coach, REA Analyst and site VP will provide training for the new ATLAS student data monitoring system during Accountable Community time	August-May 2010-11	\$24,432	\$1,036	Title II	Turnaround Coach, REA Analyst, and VP
PD, SD	Develop a master schedule for Accountable Communities – AC (teacher trainings, workshops, and data assessment analysis) for each school year	July 2010, 2011-2012 2013	N/A	N/A	Title I, EIA-SCE	Wilkins
SD	Teachers will analyze all student data to inform instruction on a weekly basis through Accountable Communities	Aug to June 2010-1013, weekly	\$175,683	\$7,449	Title I, unrestricted, EIA-SCE	Wilkins, VP, and AC Leads w/ assistance from TC and REA
PD/SD	Develop a school Data Dashboard that aligns with the district Dashboard to assist with the cycle of review process	Jan 2010 and revise quarterly	N/A	N/A	N/A	Wilkins, VP, Advisory Committee, TC, Asst Sup
INCREASED LEARNING TIME						
ILT	Require Demonstration Summer School for students who are basic and below needing intervention	15 days June-July, 2011-2013	\$185,221	\$7,853	Title I, EIA-SCE	Wilkins and Bengel

ILT	Coordinate individualized academic support to students before and after school	August to June 2010-2013	\$101,996	\$4,325	ASES, unrestricted	Wilkins, Glenn Starkweather After School Program Director
ILT	Extend the school day/year by 1 hour per day and 5 instructional days per year	August 2010	\$800,960	\$33,961	Title I	Wilkins, Hanson
<b>SOCIAL/EMOTIONAL AND COMMUNITY ORIENTED SERVICES</b>						
SCO	Provide contracted counseling services	Oct 2010- June 2011, Aug June 2011-12 2011-12 2012-13	\$227,600	\$9,650	unrestricted	Edward Gonzalez, Assoc Sup. Prevention and Intervention, Lissa Vasquez, Wilkins, contracted provider
SCO	Continue to fully implement school-wide programs (Second Step, Character Counts) to support positive student behavior	Aug – June 2010- 2013	N/A	N/A	Title I	Wilkins, School Psych, Vasquez, Gonzalez
SCO	Implement the Peer Mediation/Conflict Resolution program to reduce and resolve student disputes and disagreements leading to suspensions/expulsions	Nov June 2010-11 Aug June 2011-13	\$45,000	\$1,908	Title II	Wilkins and CSU Fresno (Pam Lane- Garon) Engagement Specialist
SCO	Safe and Civil Schools-	See professional learning section above				School Psych

SCO	A School Engagement Specialist will be responsible for the coordination of student, parent and community engagement activities (PU, PTA, Coffee Hour with the Principal, Parent night, etc.)	Hire by Nov 2010 Ongoing school year services through June 2013	\$187,923	\$7,968	Title I, EIA-SCE	Wilkins
SCO	Inform parents of new dress code: school-wide uniforms to discourage students from wearing gang colors All students will wear uniforms daily by November 2010.	Nov-June 2010 Aug-June 2011-2013	N/A	N/A	N/A	Wilkins and all staff
<b>PARENT INVOLVEMENT</b>						
FCE	Provide a variety of parenting classes, i.e., what parents should know about their school, college level classes, career pathways, how to work with their children to improve academic achievement, leadership skills, how to help at school, etc.) through Parent University that will increase parent involvement	Sept 2010 June 2011 Aug 2011-13	N/A	N/A	Title I, QEIA, EIA-SCE	Xee Yang, Coordinator for the Community Family Engagement Network (CFEN), School Engagement Specialist, Wilkins

FCE	Enhance Parent Resource Center - Purchase furniture, computers, etc. for the Parent and Community Resource Center	Nov 2010- June 2011 Aug 2011- June 2013	\$69,000	\$2,926	Title I, QEIA, EIA-SCE	Wilkins, Yang, School Engagement Specialist
FCE	Notify and schedule parent/ teacher conferences 4 times per year	Oct, Jan, April, June 2010, 11, 12, 13	N/A	N/A	N/A	Wilkins, Teachers
FCE	Inform all parents of school activities (PTA, coffee hours, parent nights, etc.)	2010-2013	N/A	N/A	Title I, EIA-SCE	Engagement Specialist

## SIG Form 10–Implementation Chart for a Tier I or Tier II School

### Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: <b>Yosemite Middle School</b> Tier: <b>I</b> Intervention Model: <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation Total FTE required: <u>.666</u> LEA. <u>7.6</u> School <u>N/A</u> Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
<b>GOVERNANCE</b>						
GS	SIG principals will all report to the same central office leader (such as an assistant superintendent) with experience turning around low performing schools. Will meet together a minimum of monthly.	August 2010 through June 2013	N/A	N/A	Unrestricted	Superintendent Hanson
GS	Establish a District Turnaround School Office to provide support to the SIG schools <ul style="list-style-type: none"> <li>Hire a Turnaround Coach and Budget</li> </ul>	Aug-2010  Aug – Oct 2010	\$0	\$196,464	Title I, EIA-SCE, unrestricted	Associate Superintendent School Support Services, Cindy Tucker

	Technician to support the schools <ul style="list-style-type: none"> <li>Assign a Research Evaluation and Assessment (REA) Administrative Analyst to work with the three schools and support the office with data collection and reporting</li> </ul>	Aug 2010				
GS	Establish SIG Advisory Committee at each school to include FTA leadership, central office leadership, principal, community representatives, and parents	Aug 2010 through June 2013	\$0	\$0	N/A	Cindy Tucker, Greg Gadams, FTA President, Ed Gomes, Principal
<b>SCHOOL LEADERSHIP</b>						
PD	Implement cross-district Accountable Community (AC) with FUSD and Long Beach USD principals-meet 4 times per year (twice in Fresno, twice in Long Beach)	August, January, March and May 2010-2013	\$6,092	\$258	Title II	Julie Severns, Administrator Leadership Development, Turnaround Coach (TC)
PD	Create a Principal Leadership Pipeline Program to provide aspiring principal (VP at Yosemite) with varied job embedded training supported by mentoring	Once per month and one Saturday per quarter 2010-	\$6,084	\$6,546	Title II, unrestricted	TC and Severns



	and networking with other aspiring principals/VPs from other SIG schools	2013				
PD	The District Turnaround Coach and the principal at each turnaround school will attend Coaching Leaders to Attain Student Success (CLASS) training	Feb. 15-17, 2011	\$2013	\$3,247	Title II, unrestricted	Severns
	<b>STAFFING/ PROFESSIONAL LEARNING OPPORTUNITIES</b>					
RP	Ed Gomes begins assignment as new principal at Yosemite	June 2010	N/A	N/A	Title I, unrestricted, EIA-SCE	Hanson, Assoc Supt. HR, Kim Mecum
SS	Screen all teachers, interview and rehire no more that 50% of current teachers	May – July 2010	N/A	N/A	N/A	Mecum and Principal Ed Gomes
RP, RPR	Develop MOU with FTA to provide operational flexibility and secure approval to extend school days and school year for staff that will allow additional professional learning and instructional time	July 2010	N/A	N/A	N/A	Tucker, Mecum
PD	Select master teachers to participate in the Fresno Pacific University (FPU) student teacher program	April - May 2012,	\$24,000	\$1,018	Unrestricted	Ed Gomes, Principal and FPU
PD	Assist teachers with the	2010-	\$309,600	\$13,127	Title I, EETT	Gomes and

	integration of technology tools, i. e., teacher slates, mini note laptops, My Site, etc. in core curriculum project-based learning supported by a Technology Specialist/Coach	2013				Patti Patrick, Instructional Technology and Innovation Coordinator Tech Spec.
PD, SD	Select six Accountable Community Lead Teachers (one per subject area) to facilitate weekly ACs	Aug 2010, '11, „12	\$37,640	\$1,596	Title I, EIA-SCE	Gomes and VP
PD, SD	Provide time for teacher collaboration and articulation through extended school day/year and sub release time	Aug 2010 to June 2013 weekly	\$317,505	\$13,462	Unrestricted	Gomes and VP
PD, SD	Provide teachers with training in Cognitive Coaching (to support Accountable Communities) -eight 1-day sessions for all teachers	Dec, March & June 2010-2011	\$228,916	\$30,554	Title I, EIA-SCE	Val Hogwood and Center for Cognitive Coaching
PD/SCO	Maintain a positive behavior support model (Safe and Civil Schools) facilitated by a full time school psychologist reinforcing the model through job embedded coaching, enabling an	Aug 2010 to June 2013	\$346,759	\$20,071	Title I, EIA-SCE	Gomes and Lissa Vasquez, Social/ Emotional Systems Support Coordinator

	effective Student Success Team, and implementing a school-wide Response to Intervention program					
PD	Provide training in pedagogical knowledge and skills using the <i>Skillful Teacher</i> -monthly by the district team  -five ½-day sessions by consultants (for AC leads)	Sept 2010 to June 2013  AND Sept, Oct, Feb, March of each year	\$98,163	\$14,586	Title I, Title II	Ready About Consulting, TC, Severns
PD/ILT	Teachers will participate in Demonstration Summer School for three weeks every summer to provide intervention classes for struggling students and to receive additional teaching strategies, skills and practice	15 days June-July 2011-2012, 2013	\$161,642	\$6,854	Title I, Title II	Gomes, Barbara Bengel, Asst. Supt. State and Federal Programs
PD	Assign support providers to 1 <sup>st</sup> and 2 <sup>nd</sup> year teachers as needed	Aug to June 2011-2013	N/A	N/A	Title II, unrestricted	PAR/BTSA Office Teresa Morales
	<b>INSTRUCTIONAL PROGRAM</b>					
PD, IP	Fully implement the ELD Highpoints curriculum and SIOP strategies in ELA,	2010-2013	\$252,000	\$10,685	SIG, Title I, EIA-SCE	Maria Maldonado, Asst. Sup EL

	Math, Science, and Social Science by providing teachers with an EL Coach					Services, Gomes, EL Coach
IP	Fully implement ELA district/SBE adopted core curriculum and interventions on a daily basis; use technology as an instructional tool	Aug – June 2009–10 2010-11 2011-12 2012-13	\$337,529	\$14,311	Unrestricted, Title I, EIA-SCE, QEIA	Teachers with support from Instructional Coach, Tech Spec., EL Coach, VP, Gomes, Hogwood
IP	Fully implement math core and intervention programs, establish math and Algebra labs and integrate technology	Aug 2010 and ongoing	\$372,987	\$15,815	Unrestricted, Title I, EIA-SCE, QEIA	Gomes, Hogwood, Instructional Coach
IP	Purchase all intervention and core curriculum materials as needed	July 1010, 2011, 2012	N/A	N/A	Title I, EIA-SCE, unrestricted, SLIBG	Gomes
IP	Expand student electives through the funding of a full time Visual and Performing Arts teacher	Aug 2010, 2011, 2012	\$279,558	\$11,853	unrestricted	Gomes
IP	Hire a History/Social Studies Coach/Teacher to develop and implement AP coursework for a World History/ELA and a US History/ ELA instructional block that infuses social justice	Aug 2010, 2011, 2012	\$298,558	\$12,659	unrestricted	Gomes

	themes into the school environment					
IP	Increase AVID teacher to full time contract and expand AVID course sections available to all students	Aug 2010	\$179,135	\$7,595	EIA-SCE, Title I	Gomes
	<b>USE OF STUDENT DATA TO INFORM INSTRUCTION</b>					
SD	District Turnaround Coach, REA Analyst and site VP will provide training for the new ATLAS student data monitoring system during Accountable Community time	Aug – May 2010-2011	N/A	N/A	Title II	Turnaround Coach, RA Analyst, and VP
PD, SD	Develop a master schedule for Accountable Communities - ACs (teacher trainings, workshops, and data assessment analysis) for each school year	July 2010, '11, „12-	N/A	N/A	N/A	Gomes
SD	Teachers will analyze all student data to inform instruction on a weekly basis	2010-1013, weekly	\$143,200	\$6,072	N/A	Gomes, VP and AC Leaders w/assistance from TC and REA
SD	Develop a school Data Dashboard that aligns with the district Dashboard to assist with	Aug 2010 and revise	N/A	N/A	N/A	Gomes, VP, Advisory Committee, TC, Asst. Sup

	the cycle of review process	quarterly				
	<b>INCREASED LEARNING TIME</b>					
ILT	Require Demonstration Summer School for students who are basic and below needing intervention-see Staffing/Professional Development	15 days June-July, 2011-2013	\$231,850	\$9,830	Title I, EIA-SCE	Gomes and Bengel
ILT	Coordinate individualized academic support to students before and after school	2010-2013	\$141,861	\$6,015	ASES and 21 <sup>st</sup> CCLC funding through the Fresno County Office of Education	Gomes, Alix Fraser County Office of Education
ILT	Extend the school day/year by 1 hour per day and 5 instructional days per year	Aug 2010	\$1,042,211	\$44,190	Title I	Gomes, Hanson
	<b>SOCIAL/EMOTIONAL AND COMMUNITY ORIENTED SERVICES</b>					
SCO	Provide contracted counseling services	Oct 2010 to June 2011 August to June 2011-12 2012-13	\$118,750	\$5,035	unrestricted	Edward Gonzalez, Assoc Sup. Prevention and Intervention, Lissa Vasquez, Steve Gonzalez, contracted provider
SCO	Continue to fully implement school-wide programs (Safe and Civil	Aug – June 2010-	N/A	N/A	Title I, unrestricted, Title II	Wilkins, School Psych, Vasquez,

	Schools, Character Counts, Comprehensive Sexual Health Education, etc. ) to support positive student behavior	2013				Gonzalez
SCO	Implement Peer Mediation/Conflict Resolution program in coordination with CSU Fresno to reduce and resolve student disputes and disagreements leading to suspensions/expulsions	Nov to June 2010-2013 Aug to June 2011-2013	\$45,000	\$1,908	Title II	Wilkins, CSU Fresno (Pam Lane-Garon), and Engagement Spec
SCO	Safe and Civil Schools-see Staffing/Professional Development section	See professional learning section above				School Psych
SCO	A School Engagement Specialist will be responsible for the coordination of student, parent and community engagement activities (PU, PTA, Coffee Hour with the Principal, Parent night, etc.)	Hire by Nov 2010 Ongoing school year services through June 2013	\$187,900	\$7,967	Title I, EIA-SCE	Gomes
SCO	Inform parents of new dress code: school-wide uniforms to discourage students from wearing gang colors All students will wear	Nov-June 2010 Aug-June 2011-	N/A	N/A	N/A	Gomes

	uniforms daily by November 2010.	2013				
	<b>PARENT INVOLVEMENT</b>					
FCE	Provide a variety of parenting classes, i.e., what parents should know about their school, college level classes, career pathways, how to work with their children to improve academic achievement, leadership skills, how to help at school, etc.) through Parent University that will increase parent involvement	Sept 2010 to June 2011 Aug 2011 to June 2013	N/A	N/A	Title I, unrestricted	Xee Yang, Coordinator for the Community Family Engagement Network (CFEN), School Engagement Specialist, Gomes
FCE	Notify and schedule parent/ teacher conferences	Quarterly meetings Oct, Jan, April, June 2010-2013	N/A	N/A	N/A	Teachers
FCE	Inform all parents of school activities (PTA, coffee hours, parent nights, etc.)	2010-2013	N/A	N/A	N/A	School Engagement Specialist



## SIG Form 8—Waivers Requested

### Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

**Note:** If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☒ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

**AGENDA**  
**WEDNESDAY, APRIL 28, 2010, 2:00 P.M.**

**PLEASE NOTE: PARKING WILL BE AVAILABLE ON THE NORTHEAST CORNER OF TULARE & N STREETS BEHIND THE FRESNO COUNTY LIBRARY IN LOT-T AFTER 5:00 P.M.** Also, the City of Fresno will not enforce the street meters in this area **after 6:00 p.m.**, Monday through Saturday.

**PLEASE NOTE: \*DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES**

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Secretary, Elizabeth Quijano at 457-3938. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Public materials are available for public inspection at the Fresno Unified School District Education Center, 2309 Tulare Street, 2<sup>nd</sup> Floor or visit our website at: [www.fresnounified.org](http://www.fresnounified.org).

**TRANSLATION SERVICES:** Available in Spanish and Hmong in the Board Room upon request.

**\*2:00 P.M., CALL TO ORDER** by the President

**2 P.M. to 3 P.M.**  
**PRESENT and DISCUSS**

**Facilities Master Plan Implementation Workshop – Community Survey**

A workshop will be conducted to present the results of the community public opinion survey undertaken to gauge voter attitudes and priorities regarding capital facilities and test support for a potential local school bond measure on the November 2010 ballot. Topics will include: 1) Research methodology; 2) Survey questions; and 3) Survey results. Contact person: Karin Temple, telephone 457-3134.

\* \* \* \* \*

**3 P.M. to 4 P.M.**  
**PRESENT and DISCUSS**

**Workforce Readiness Management Workshop**

A workshop will be conducted to provide the Board with an update on the implementation of activities following the release of the recommendations from the Superintendent's Commission on Workforce Readiness and Career Technical Education. Topics will include the development of a K-12 career readiness plan and activities supporting system improvements for career and technical education. Contact person: Tracewell Hanrahan, telephone 457-3781.

*\*All times are approximate and subject to change*

**\*4:15 P.M., CALL TO ORDER** by the President; **RECESS** to Cabinet Room for Closed Session to discuss the following:

1. Student Expulsions pursuant to Education Code Section 35146.
2. Conference with Labor Negotiator - Government Code Section 54957.6; FUSD Negotiator(s): Kim Mecum; Employee Organization(s): FTA, CSEA, Chapter 125, CSEA, Chapter 143, SEIU, Local 521, FASTA/SEIU, Local 521/CTW, CLC, Building & Construction Trades Council of Fresno, Madera, Kings, and Tulare Counties/AFL-CIO; Unrepresented Employees: All Management, Confidential, and Supervisory Employees.
3. Public Employee Discipline/Dismissal/Release/Reassignment/Resignation.
4. Public Employment/Appointment: - Government Code Section 54957.
  - a. *Associate Superintendent*
  - b. *Principals – All Levels*
  - c. *Vice Principals –All Levels*
5. Conference with Legal Counsel - Anticipated Litigation (Government Code Section 54956.9(b).)
  - a. Significant Exposure to Litigation: (2) potential cases.

**5:30 P.M., RECONVENE** and report action taken during Closed Session, if any.

#### **Pledge of Allegiance**

Mrs. Mimi Jimerson, a community partner at Hoover High School will lead us in the Pledge of Allegiance. Mrs. Jimerson has support the Hoover community for over three years and exemplifies true community partnerships.

#### **HEAR Reports from Student Board Representatives**

An opportunity is provided to hear comments/reports from Student Board Representatives from Hoover High School. Contact person: Chris Evans, telephone 457-3935.

#### **ADOPT Resolution Proclaiming May 3-7, 2010 as “Teacher Appreciation Week”.**

Included in the Board binders is a resolution proclaiming May 3-7, 2010 as “Teacher Appreciation Week.” The Board of Education of Fresno Unified School District salutes and recognizes the contributions of teachers. Teachers provide valuable instruction and support to students, faculties and schools. The Superintendent recommends adoption. Contact person: Miguel A. Arias, telephone 457-3566.

#### **ADOPT Resolution Proclaiming May 6, 2010, as National School Nurse Day**

Included in the Board binders is a Resolution proclaiming May 6, 2010 as National school Nurse Day. School nurses provide for students’ immediate health needs, promote healthy lifestyles and teach students how to strengthen their physical and emotional well-being. The Superintendent recommends adoption. Contact person: Miguel A. Arias, telephone 457-3566.

#### **ADOPT Resolution Declaring May as Hmong History Month**

Included in the Board binders is a Resolution proclaiming May 2010 as Hmong History Month. Fresno California is home to one of the largest Hmong communities in the United States. Fresno Unified has approximately 5,729 students with Hmong being their primary language. The Superintendent recommends adoption. Contact person: Miguel A. Arias, telephone 457-3566.

## **HEAR Report from Superintendent**

ALL CONSENT AGENDA items are considered to be routine by the Board of Education and will be enacted by one motion. There will be no separate discussion of items unless a Board member or member of the community so requests, in which event, the item(s) will be considered following approval of the Consent Agenda. The Superintendent recommends approval or adoption of the following, with a roll call vote:

### **A. CONSENT AGENDA**

#### **A-1, APPROVE Personnel List**

Included in the Board binders is the Personnel List, Appendix A, as submitted. The Superintendent recommends approval. Contact person: Kim Mecum, telephone 457-3593.

#### **A-2, ADOPT Findings of Fact and Recommendations of District Administrative Board**

The Board of Education received and considered the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the March 24, 2010, Regular Board Meeting. The Superintendent recommends adoption. Contact person: Cindy Tucker, telephone 457-3874.

#### **A-3, APPROVE an Addendum to an Independent Contractor Services Agreement with the Center for Autism and Related Disorders (C.A.R.D.)**

Included in the Board binders is an addendum to the fiscal impact to an Independent Contractor Services Agreement with the Center for Autism and Related Disorders (C.A.R.D.) to continue providing services to students with autism spectrum disorders as required by IEPs. The agreement commenced on July 1, 2009 and will end on June 30, 2010. The original contract The Superintendent recommends approval. Fiscal Impact: Funding will be provided through the Special Education budget in the amount of \$100,000.00 for a total cost of \$150,000. Contact person: Mabel Franks, telephone 457-3226.

#### **A-4, RATIFY Amended Agreement with City of Fresno Police Department**

Included in the Board binders is an amended agreement with City of Fresno Police Department effective July 1, 2009 through June 30, 2012. The purpose for ratifying the original contract is to reflect the following modifications: One additional School Resource Officer and vehicle costs were added to provide law enforcement duties at Dakota. Fresno Unified will pay 100% of two SRO's salaries who will work year round. The remaining SROs will work school days only. The Superintendent recommends ratification. Fiscal Impact: Contract will be paid from Security Office and ARRA Stabilization funds. The District's share of costs listed below includes a percentage of salaries and fringe benefits and vehicle operation/maintenance. There are sufficient funds in the current 2009/10 budget to cover the additional costs listed on the agenda item. Contact person: Cindy Tucker, telephone 457-3874.

A. CONSENT AGENDA – continued

**A-5, APPROVE Renewal Internship Agreement with California State University, Fresno**  
Included in the Board binders is a renewal Internship Agreement with California State University, Fresno (CSUF), Department of Social Work Education to place Master and Bachelor level graduate social work students at various school sites throughout Fresno Unified School District. Graduate students will provide a variety of social work services for students, families and school sites. Services include individual and group counseling, case management, community outreach, and linking families to community agencies. The term of the agreement will commence on June 18, 2010, and shall continue for a period of one year, terminating on June 18, 2011. The Superintendent recommends approval. Fiscal Impact: There is no fiscal impact to the District. Contact person: Cindy Tucker, telephone 457-3874.

**A-6, RATIFY Submission of the School Improvement Grant for QEIA Schools Application to the California Department of Education**  
Included in the Board binders is application material for the School Improvement Grant (SIG) for Quality Education Investment Act (QEIA) Schools. The only schools eligible for this round of SIG funding are schools currently funded through the (QEIA). The Superintendent recommends ratification. Fiscal Impact: Grant funds will cover all program costs. Expenditures can be retroactive since this is one-time funding that must be expended by 9/30/10. Contact person: Barbara Bengel, telephone 457-3661.

**A-7, APPROVE Submission of the Magnet Schools Assistance Program Grant Application to the U. S. Department of Education and Revisions to the Voluntary Desegregation Plan, and ADOPT Resolution in the Matter of the Submission of the Grant Application**  
Included in the board binder is material for the Magnet Schools Assistance Program (MSAP) grant to assist in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group students in elementary and secondary schools with substantial numbers of minority group students. The Board Resolution supporting the submission of the magnet grant is attached. The Superintendent recommends approval and adoption. Fiscal Impact: Grant funds will cover all program costs for all schools during the three year grant period. The MSAP grant will provide funding not to exceed \$12,000,000 (\$4,000,000 maximum per year) over three years. Contact person: Barbara Bengel, telephone 457-3661.

**A-8, APPROVE Ongoing Submission of the Early Mental Health Initiative Grant Application to the California Department of Mental Health**  
Included in the Board binders is application material for the Early Mental Health Initiative (EMHI) grant to provide funding for school-based early intervention and prevention services to students in grades K-3 who have mild to moderate school adjustment issues. The Superintendent recommends approval. Fiscal Impact: Maximum funding amount is \$42,000 for each site per year, for three years. A 50% match is required and provided by in-kind contribution of FUSD Special Education and County Mental Health staff. Contact person: Mabel Franks, telephone 457-3226.

A. CONSENT AGENDA – continued

**A-9, APPROVE Secondary and Adult School Final Carl D. Perkins Career Technical Education Applications for the 2010/11 School Year**

Included in the Board binders are copies of the 2010/11 Carl D. Perkins Applications for Funding with the preliminary allocation amounts. There are two separate applications, one each for the secondary and postsecondary (Adult School) Career Technical Education (CTE) programs. The Superintendent recommends approval. Fiscal Impact: Perkins Funding is received as a result of the Perkins yearly application process. Perkins applications for funding are due on May 1, 2010 and require Board approval. Preliminary funding allocations have been posted and are as follows: Secondary will receive \$939,773 for the 2010/11 school year and Post-secondary (Adult School) will receive \$779,236 for the 2010/11 school year. Contact person: Tracewell Hanrahan, telephone 457-3901.

**A-10, ADOPT Resolution No. 09-39, Authorizing Transferring of Discretionary Checking Account Services**

Included in the Board binders is Resolution No. 09-39 to authorize Fresno Unified School District to transfer site discretionary checking account services from Bank of the West to Educational Employees Credit Union (EECU). Each Fresno Unified school site has a discretionary checking account with an annual allocation of \$750 for elementary; \$1,250 for middle; and \$2,500 for high schools. The purpose of this account is to accommodate purchasing situations that require immediate payment and cannot be processed through regular district purchasing procedures. The Superintendent recommends adoption. Fiscal Impact: An annual savings of \$20,000 to the Unrestricted General Fund. Contact person: Ruth F. Quinto, telephone 457-6226.

**A-11, ADOPT Resolution No. 09-43, Labor Compliance Program**

Included in the Board binders is information on Resolution #09-43 for Labor Compliance Program (LCP) as required for school construction and modernization projects funded in whole or part by state bond funds. It is recommended that Fresno Unified adopt its own program, to be administered jointly by the Purchasing and Facilities Management and Planning Departments. The Superintendent recommends adoption. Fiscal Impact: State funding for capital projects will be released by the Office of Public School Construction only to districts with a Labor Compliance Program approved by the Department of Industrial Relations. Contact person: Karin Temple, telephone 457-3134.

**A-12, APPROVE Budget Revision No. 4 for Fiscal Year 2009/10**

Included in the Board binders is Budget Revision No. 4 for fiscal year 2009/10. Periodic updates to the District's budget are presented to the Board of Education for approval. Budget Revision No. 4 includes necessary adjustments to support the acceptance of various grant awards and other fund adjustments. The Superintendent recommends approval. Fiscal Impact: Listed in the backup material. Contact person: Ruth F. Quinto, telephone 457-6226.

A. CONSENT AGENDA – continued

**A-13, APPROVE Valley Preparatory Academy Charter Waiver for Apportionment Deferrals**

The purpose of this item is to approve a waiver in cash apportionment deferrals for Valley Preparatory Academy Charter School. The California Department of Education (CDE) is considering waivers for February, April, and May cash deferrals per Ed Code 14041.6. The sponsoring district must request the waiver on the charter's behalf and submit to the California Department of Education by May 5, 2010. The Superintendent recommends approval. Fiscal Impact: There is no fiscal impact to the District. Contact person: Ruth F. Quinto, telephone 457-6226.

**A-14, APPROVE Award of Bid #091222, Refinish Gym Floors at Cooper, Fort Miller, Hamilton, Sequoia and Yosemite Middle Schools and Edison High School**

Included in the Board binders is information on Bid #091222 for removal of the existing gymnasium floor finish and replacement of newly painted game lines, logos, hardwood sealer and finish for each school site. The Superintendent recommends award to the lowest responsive, responsible bidder:

Pro Sport Floors, Inc. (Yuba City, California) \$98,680.00

Fiscal Impact: Sufficient funds of \$98,680.00 are available in the 2009/10 Measure K budget (20%) and Deferred Maintenance budget (80%). Contact person: Karin Temple, telephone 457-3134.

**A-15, APPROVE Award of Bid #100225, Modernization of Eaton and Rowell Elementary Schools**

Included in the Board binders is information on Bid #100225 for the remodeling of 22 classrooms, administration building, two sets of boys and girls restrooms to meet current Americans with Disabilities Act (ADA) standards, and conversion of original cafeteria building into a new library/media center for each school site. The Superintendent recommends award to the lowest responsive, responsible bidder:

Durham Construction Company, Inc. (Clovis, California) \$4,665,000.00

Fiscal Impact: Sufficient funds of \$4,665,000.00 are available in the 2009/10 Measure K budget. Contact person: Karin Temple, telephone 457-3134.

**A-16, APPROVE Award of Bid #100227, Construction of New Library/Media Centers at Thomas and Vinland Elementary Schools**

Included in the Board binders is information on Bid #100227 for the construction of a new library/media center and remodeling of one set of boys and girls restrooms to meet current Americans with Disabilities Act (ADA) standards for each school site. The Superintendent recommends award to the lowest responsive, responsible bidder:

BVI Construction, Inc. (Selma, California) \$1,621,180.00

Fiscal Impact: Sufficient funds of \$1,621,180.00 are available in the 2009/10 Measure A budget. Contact person: Karin Temple, telephone 457-3134.



A. CONSENT AGENDA – continued

**A-17, APPROVE Award of Bid #100330 A – C, Energy Management System Upgrades at Computech, Cooper and Wawona Middle Schools**

Included in the Board binders is information on Bid #100330 A – C to provide Energy Management System upgrades for each school site. The Superintendent recommends award to the lowest responsive, responsible bidders:

Section A (Wawona)	Strategic Mechanical Inc.	(Fresno, CA)	\$239,400.00
Section B (Computech)	Strategic Mechanical Inc.	(Fresno, CA)	\$236,500.00
Section C (Cooper)	Strategic Mechanical Inc.	(Fresno, CA)	\$253,000.00

Fiscal Impact: Sufficient funds of \$728,900.00 are available in the 2009/10 Measure K budget. Contact person: Karin Temple, telephone 457-3134.

**A-18, APPROVE Award of Bid #100332 A – E, Automatic Irrigation System Improvements at Ewing, Hidalgo, Lincoln and Robinson Elementary Schools and Scandinavian Middle School**

Included in the Board binders is information on Bid #100332 A – E to upgrade existing irrigation systems and bring them up to current district standards, thereby reducing water consumption and electrical usage. The Superintendent recommends low bidder Elite Landscaping be relieved of their Site C bid due to a clerical error; the Superintendent recommends low bidder Sunset Landscape be relieved of their Site E bid due to a clerical error; and the Superintendent recommends award to the lowest responsive, responsible bidders:

Site A (Lincoln)	Nish-ko, Inc.	(Fresno, CA)	\$75,390.00
Site B (Ewing)	Nish-ko, Inc.	(Fresno, CA)	\$76,944.00
Site C (Hidalgo)	Nish-ko, Inc.	(Fresno, CA)	\$110,266.00
Site D (Robinson)	Integrity Landscape	(Sanger, CA)	\$167,750.00
Site E (Scandinavian)	Elite Landscaping, Inc.	(Clovis, CA)	\$470,500.00

Fiscal Impact: Sufficient funds of \$900,850.00 are available in the 2009/10 Measure K budget. Contact person: Karin Temple, telephone 457-3134.

**A-19, RATIFY Change Orders for the Projects Listed Below**

Included in the Board binders are Change Orders and backup information for the following projects:

1. Bid #090912A, Kratt Elementary School Modernization

Change Order #1: \$56,980.18. The new contract amount: \$1,466,980.18.

This change order includes, but may not be limited to: installing new insulation at Building “D” (northwest part of campus) roof deck; removing and replacing plumbing fixtures and sinks, and installing new toilet partitions and accessories, in boys and girls restrooms; electrical work to lower light switches for Americans with Disability Act compliance and install new light fixtures in boys and girls restrooms; electrical work to provide and install new clocks; installing tackboard to full height in all Building “D” rooms; deduct for eliminating six new doors from scope of work.



A. CONSENT AGENDA – continued

**A-19, RATIFY Change Orders for the Projects Listed Below – continued**

Included in the Board binders are Change Orders and backup information for the following projects:

2. Bid #090912B, Malloch Elementary School Modernization

Change Order #1: \$21,637.82. The new contract amount: \$1,335,637.82.

This change order includes, but may not be limited to: installing new insulation at Building “D” (pod building) roof deck; electrical work to lower light switches for Americans with Disability Act compliance and install new clocks and speakers; installing tackboard to full height in all classrooms and install tackboard in conference room; installing additional cabinets and coat racks in Building “D;” deduct for eliminating hall wall and five new doors from scope of work.

The Superintendent recommends ratification. Fiscal Impact: Sufficient funds are available in the 2009/10 Measure K budget as listed above. Contact person: Karin Temple, telephone 457-3134.

**A-20, RATIFY the Filing of the Notices of Completion for the Projects Listed Below**

Included in the Board binders are Notices of Completion for the following projects, which have been completed according to plans and specifications:

1. Bid #2922A-B, All Weather Track Improvements at McLane and Fresno High Schools

*Fiscal Impact: Unrestricted General Fund budget  
(high priority athletic facilities set-aside)*

2. Bid #090910B, Exterior Painting at Storey Elementary School

*Fiscal Impact: Deferred Maintenance budget*

Fiscal Impact: The 10% retention will be released after ratification of the Notices of Completion. Sufficient funds are available in the 2009/10 budgets as noted above. Contact person: Karin Temple, telephone 457-3134.

**A-21, RATIFY Purchase Orders from February 18, 2010 through March 15, 2010**

Included in the Board binders is a list of Purchase Orders in excess of \$10,000 submitted for ratification by the Board. Beginning on page five (5) is a list of Purchase Orders issued from February 18, 2010, through March 15, 2010. These Purchase Orders have been previously authorized and awarded by the Board of Education. The Superintendent recommends ratification. Fiscal Impact: Funding is noted on the backup material. Contact person: Karin Temple, telephone 457-3134.

**A-21a APPROVE Appointment to Measure K Oversight Committee**

Trustee Mills is recommending Ms. Kacey Auston for appointment to the Measure K Oversight Committee. A copy of Ms. Auston’s nomination form is attached. She is a Fresno Unified parent and a member of the Fresno High School Alumni Association; is a small business owner; and is involved in the Fresno Women’s Business Network and National Women’s Political Caucus. The Superintendent recommends approval. Fiscal Impact: No financial impact. Contact person: Karin Temple, telephone 457-3134.

**END OF CONSENT AGENDA  
(Roll Call Vote)**

## **UNSCHEDULED ORAL COMMUNICATIONS**

At this time, an opportunity is provided for individuals to address the Board on topics within the subject matter jurisdiction of the Board **not** listed on this agenda. If you wish to address the Board on an agenda item, please do so when that item is called. Presentations will be limited to a maximum of three (3) minutes, with a total of thirty (30) minutes designated for this portion of the agenda. Time limitations are at the discretion of the President of the Board. Individuals with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests that are brought before them at this time. The appropriate staff member will furnish answers to questions.

## **B. CONFERENCE/DISCUSSION AGENDA**

### **6:30 P.M.**

#### **B-22, PRESENT and ADOPT Resolution 09-42, Regarding Completion of Identified Measure K Priority I Projects and Earmarking Funds for Priority I Projects Not Yet Completed**

Included in the Board binders is Resolution 09-42, which addresses the completion of, or earmarking of funds for, projects on the Measure K Priority I list. Adopting this resolution will emphasize the need for local bond funds for school facility improvements, and indicate that the district's existing bond measures will not be sufficient to support significant ongoing facilities needs, including new construction, modernization and capital improvements, after the projects currently in the pipeline are completed. The Superintendent recommends adoption. Fiscal Impact: Adoption of the Resolution recognizes the amount of Measure K funds expended and to be expended. Contact person: Karin Temple, telephone 457-3134.

### **6:50 P.M.**

#### **B-23, HOLD Public Hearing Regarding 5% Persistently Underperforming Schools: Turnaround Models**

Included in the Board binders are copies of the Required District Interventions and Four Intervention Models to be used with schools identified as 5% Persistently Underperforming Schools. The four models include:

- Turnaround Model
- Restart Model
- School Closure
- Transformation Model

The purpose of this Public Hearing is to seek input on these four models as they pertain to our three identified Persistently Underperforming Schools. Those schools are:

- Webster
- Carver
- Yosemite

Fiscal Impact: There is no fiscal impact. Contact person: Cindy Tucker, telephone 457-3874.

## B. CONFERENCE/DISCUSSION AGENDA – continued

**7:15 P.M.**

### **B-24, PRESENT Update on Lawson and ATLAS**

A presentation on the Lawson HR/Payroll/Benefits conversion and the ATLAS Student Information System will be given. The Lawson conversion has been completed with the first payroll completed on March 31. The implementation of additional Lawson components and improvements to the system will continue. The ATLAS pilot and attendance certification is currently in progress at seven school sites with several hundred teachers participating. Fiscal Impact: There is no fiscal impact. Contact person: Kurt Madden, telephone 457-6228.

### **Agenda Item B-24a was Previously Consent Agenda Item: A-7**

**7:30 P.M.**

### **B-24a APPROVE Submission of the Magnet Schools Assistance Program Grant Application to the U. S. Department of Education and Revisions to the Voluntary Desegregation Plan, and ADOPT Resolution in the Matter of the Submission of the Grant Application**

Included in the board binders is material for the Magnet Schools Assistance Program (MSAP) grant to assist in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group isolation in elementary and secondary schools with substantial numbers of minority group students. The Board Resolution supporting the submission of the magnet grant is attached. The Superintendent recommends approval and adoption. Fiscal Impact: Grant funds will cover all program costs for all schools during the three year grant period. The MSAP grant will provide funding not to exceed \$12,000,000 (\$4,000,000 maximum per year) over three years. Contact person: Barbara Bengel, telephone 457-3661.

### **Agenda Item B-24b was Previously Consent Agenda Item: A-13**

**7:45 P.M.**

### **B-24b HOLD Public HEARING and APPROVE Valley Preparatory Academy Charter Waiver for Apportionment Deferrals**

The purpose of this item is to approve a waiver in cash apportionment deferrals for Valley Preparatory Academy Charter School. The California Department of Education (CDE) is considering waivers for February, April, and May cash deferrals per Ed Code 14041.6. The sponsoring district must request the waiver on the charter's behalf and submit to the California Department of Education by May 5, 2010. The Superintendent recommends approval. Fiscal Impact: There is no fiscal impact to the District. Contact person: Ruth F. Quinto, telephone 457-6226.

### **C. RECEIVE INFORMATION & REPORTS**

#### **C-25, RECEIVE the Fresno Unified School District 2010/2011 Negotiations Proposal to Fresno Teachers Association**

In accordance with Government Code 3547, all initial proposals of the public school employers shall be presented at a public meeting of the public school employer, and thereafter shall be public record. The Fresno Unified School District is herewith submitting its negotiations proposal to Fresno Teachers Association (FTA), for the 2010/2011 school year. This proposal shall be available for public review in the Board of Education Office from April 28, 2010 to May 11, 2010. This proposal will be returned to the next agenda for a public hearing and adoption by the Fresno Unified Board of Education. Contact person: Kim Mecum, telephone 457-3548.

### **BOARD/SUPERINTENDENT COMMUNICATIONS**

### **D. ADJOURNMENT**

**NEXT REGULAR MEETING:  
WEDNESDAY, MAY 12, 2010 – OPEN SESSION AT 5:30 P.M.**

## **AGENDA WEDNESDAY, MAY 26, 2010, 2:30 P.M.**

**PLEASE NOTE: PARKING WILL BE AVAILABLE ON THE NORTHEAST CORNER OF TULARE & N STREETS BEHIND THE FRESNO COUNTY LIBRARY IN LOT-T AFTER 5:00 P.M.** Also, the City of Fresno will not enforce the street meters in this area **after 6:00 p.m.**, Monday through Saturday.

**PLEASE NOTE: \*DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES**

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Secretary, Elizabeth Quijano at 457-3938. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Public materials are available for public inspection at the Fresno Unified School District Education Center, 2309 Tulare Street, 2<sup>nd</sup> Floor or visit our website at: [www.fresnounified.org](http://www.fresnounified.org).

**TRANSLATION SERVICES:** Available in Spanish and Hmong in the Board Room upon request.

**\*2:30 P.M., CALL TO ORDER** by the President; **RECESS** to Cabinet Room for Closed Session to discuss the following:

1. Student Expulsions pursuant to Education Code Section 35146.
2. Conference with Labor Negotiator – Government Code Section 54957.6; FUSD Negotiator(s): Kim Mecum; Employee Organization(s): FTA, CSEA, Chapter 125, CSEA, Chapter 143, SEIU, Local 521, FASTA/SEIU, Local 521/CTW, CLC, Building & Construction Trades Council of Fresno, Madera, Kings, and Tulare Counties/AFL-CIO; Unrepresented Employees: All Management, Confidential, and Supervisory Employees.
3. Public Employee Discipline/Dismissal/Release/Reassignment/Resignation.
4. Public Employment/Appointment – Government Code Section 54957.
  - a. *Coordinator*
  - b. *Principals – All Levels*
  - c. *Vice Principals – All Levels*
5. Real Estate Negotiations  
District Negotiator: Daryl Balch, Balch Land Services, Legal Counsel and District Staff: *Parcel Nos. 471-132-01 – 8, 13, 16, 17, 20 – 26, 28 & 29; 481-020-01, 31, 47; 481-090-05, 07, 09, 10, 11, 13, 16, 18, 22, 24 - 28, 23ST (FUSD, 481-090-03, 16, 18, 27, 28, 23ST and 479-050-03.*
6. Conference with Legal Counsel - Anticipated Litigation  
(Government Code Section 54956.9(b).)
  - a. *Significant Exposure to Litigation: (1) potential case.*

*\*All times are approximate and subject to change*

**5:30 P.M., RECONVENE** and report action taken during Closed Session, if any.

**Pledge of Allegiance**

John and Susan Jensen, parents of Roosevelt High School student, Kyle Jensen, will lead us in the Pledge of Allegiance. Mr. & Mrs. Jensen are active and supportive parents in the Roosevelt High School community.

**HEAR Reports from Student Board Representatives**

An opportunity is provided to hear comments/reports from Student Board Representatives from Bullard High School. Contact person: Chris Evans, telephone 457-3935.

**RECOGNIZE the Student Board Representatives for 2009/10 School Year**

The Board and Superintendent wish to recognize Student Board Members Dillon Morgan, Hoover High School, Salisha Thomas, Bullard High School and Alternate Student Board Member Alissa Williams, Roosevelt High School for serving on the Board of Trustees for the 2009/10 school year. Contact person: Susan Bedi, telephone 457-3733.

**HEAR Report from Superintendent**

ALL CONSENT AGENDA items are considered to be routine by the Board of Education and will be enacted by one motion. There will be no separate discussion of items unless a Board member or member of the community so requests, in which event, the item(s) will be considered following approval of the Consent Agenda. The Superintendent recommends approval or adoption of the following, with a roll call vote:

**A. CONSENT AGENDA**

**A-1, APPROVE Personnel List**

Included in the Board binders is the Personnel List, Appendix A, as submitted. The Superintendent recommends approval. Contact person: Kim Mecum, telephone 457-3593.

**A-2, ADOPT Findings of Fact and Recommendations of District Administrative Board**

The Board of Education received and considered the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the May 12, 2010, Regular Board Meeting. The Superintendent recommends adoption. Contact person: Cindy Tucker, telephone 457-3874.

A. CONSENT AGENDA – continued

**A-3, APPROVE Four New Job Descriptions – Systems Administrator; Systems Engineer; Systems Technician I; and Systems Technician II**

Included in the Board binders are four new classified job descriptions: Systems Administrator; Systems Engineer; Systems Technician I; and Systems Technician II. These positions will create a new career pathway at Fresno Unified for staff that work on and have expertise in the area of server and storage systems. All of the positions have been developed in collaboration with the California School Employees Association (CSEA), Chapter 125. The Superintendent recommends approval. Fiscal Impact: Funding will be provided through the Instructional Technology budget. There is no net fiscal impact on the general district budget. Contact person: Kim Mecum, telephone 457-3548.

**A-4, APPROVE 2010/11 Safe School Plans for District Schools**

Available in the Board office for review are the 2010-11 Safe School Plans for District schools. The plans are developed by the staff at each school to promote a safe learning environment. These plans are aligned with the California Standardized Emergency Management System (SEMS) and have been reviewed by District staff and all plans include key components. The Superintendent recommends approval. Fiscal Impact: There is no fiscal impact. Contact person: Cindy Tucker, telephone 457-3874.

**A-5, APPROVE Deferred Maintenance Program, Five-Year Plan**

Included in the Board binders is the Deferred Maintenance Program, Five-Year Plan for Fresno Unified School District. The State Allocation Board (SAB) requires the Board to annually approve the district's Five-Year Plan for major repairs or replacement of building systems. Typical deferred maintenance components include plumbing, heating and air conditioning, electrical systems, roofing, interior/exterior painting and floor systems. The Superintendent recommends approval. Upon SAB approval of the Five-Year Plan, the projects become eligible for funding utilizing the Deferred Maintenance Fund. Expenditures will be from the 2010/11 fiscal year. Contact person: Karin Temple, telephone 457-3134.

**A-6, DENY Claim # 09-1125-0366 for Jocelyn Alvarez**

Included in the Board binders is a Claim for Damages on Jocelyn Alvarez, Case #09-1125-0366. The Superintendent recommends that the Claim be denied and the matter referred to the District's Director of Benefits and Risk Management for further handling. Fiscal Impact: There is no fiscal impact. Contact person: Ruth F. Quinto, telephone 457-6226.

**A-7, DENY Claim #09-1125-0409 for (Minor)**

Included in the Board binders is a Claim for Damages on Minor, Case #09-1125-0409. The Superintendent recommends that the Claim be denied and the matter referred to the District's Director of Benefits and Risk Management for further handling. Fiscal Impact: There is no fiscal impact. Contact person: Ruth F. Quinto, telephone 457-6226.

A. CONSENT AGENDA – continued

**A-8, DENY Claim #10-0426-0199 for Teresa Gomez**

Included in the Board binders is a Claim for Damages on Teresa Gomez, Case #10-0426-0199. The Superintendent recommends that the Claim be denied and the matter referred to the District's Director of Benefits and Risk Management for further handling. Fiscal Impact: There is no fiscal impact. Contact person: Ruth F. Quinto, telephone 457-6226.

**A-9, RATIFY Change Orders for the Projects Listed Below**

Included in the Board binders are Change Orders and backup information for the following projects:

1. **Bid #2935, Modernization of Bullard High School Phase E**

Change Order #9: \$36,331.00. The new contract amount: \$4,213,407.00

This change order includes, but may not be limited to: additional demolition work in buildings B, K, N, and O; relocating storage room accessibility to inside Building R classroom; replacing ten existing damaged windows in Buildings S and T; installing new doors in Building N classrooms; and installing supply and return units for HVAC in Building V. A plan of the Bullard campus, with buildings identified, is in the Board binders.

*Fiscal Impact: Sufficient funds of \$36,331.00, the amount of Change Order #9, are available in the Measure K budget.*

2. **Bid #090908, Easterby Elementary School Modernization**

Change Order #1: \$21,976.32. The new contract amount: \$1,033,306.32

This change order includes, but may not be limited to: modifying cabinets in classrooms to match existing storage capacity; providing exterior entry door walk-off mats in new carpeted classrooms; revising multi-purpose fire alarm panel and adding telephone line; adding vertical blinds over transom windows; credit (deduct) for removing door panic hardware from scope of work (it already exists).

Change Order #2: \$13,271.00. The new contract amount: \$1,046,577.32

This change order includes, but may not be limited to: abatement of lead-glazed ceramic wall tiles and cement plaster compounds identified as hazardous material during construction.

*Fiscal Impact: Sufficient funds of \$35,247.32, the amount of Change Orders #1 and #2, are available in the Measure K budget.*

3. **Bid # 091220, Lighting Upgrades at Tenaya Middle School**

Change Order #1: \$1,584.00. The new contract amount: \$28,926.00

This change order includes, but may not be limited to: retrofitting fixtures in the gymnasium weight room and replacing fixtures in the electrical room.

*Fiscal Impact: Sufficient funds of \$1,584.00, the amount of Change Order #1, are available in the Deferred Maintenance budget.*

4. **Bid #100335, Bullard High School Athletic Facilities Improvement Project**

Change Order #1: \$0.00. The contract amount: \$5,933,883.00

This change order amends the contract to include Supplemental Contract General Conditions, Article 80 – Contractor's Right to Stop Work or Terminate.

*Fiscal Impact: The total original contract amount of \$5,933,883.00, which is available in the Unrestricted General Fund (high priority athletic facilities set-aside), Special Reserve and Measure K budgets, does not change.*

The Superintendent recommends ratification. Contact person: Karin Temple, telephone 457-3134.



A. CONSENT AGENDA – continued

**A-10, RATIFY the Filing of the Notice of Completion for the Project Listed Below**

Included in the Board binders is a Notice of Completion for the following project, which has been completed according to plans and specifications:

Bid #2935, Modernization of Bullard High School, Phase E

The Superintendent recommends ratification. Fiscal Impact: The 10% retention will be released after ratification of the Notice of Completion. Sufficient funds are available in the 2009/10 Measure K budget. Contact person: Karin Temple, telephone 457-3134.

**A-11, RATIFY Purchase Orders from March 26, 2010, through April 15, 2010**

Included in the Board binders is a list of Purchase Orders in excess of \$10,000 submitted for ratification by the Board. Purchase Orders/contracts that are required by law to be competitively bid will be submitted as separate agenda items. Beginning on page four (4) is a list of Purchase Orders issued from March 26, 2010, through April 15, 2010. The Superintendent recommends ratification. Fiscal Impact: Funding is noted on the attached pages. Contact person: Karin Temple, telephone 457-3134.

**END OF CONSENT AGENDA  
(Roll Call Vote)**

**UNSCHEDULED ORAL COMMUNICATIONS**

At this time, an opportunity is provided for individuals to address the Board on topics within the subject matter jurisdiction of the Board not listed on this agenda. If you wish to address the Board on an agenda item, please do so when that item is called. Presentations will be limited to a maximum of three (3) minutes, with a total of thirty (30) minutes designated for this portion of the agenda. Time limitations are at the discretion of the President of the Board. Individuals with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests that are brought before them at this time. The appropriate staff member will furnish answers to questions.

## **B. CONFERENCE/DISCUSSION AGENDA**

### **6:30 P.M.**

#### **B-12, PRESENT and DISCUSS Update on the Governor's 2009/10 May Revised Budget**

The Governor will release the 2009/10 May Budget Revision on May 14, 2010. Staff is scheduled to attend a workshop on May 21, 2010. Information will be presented to the Board at the May 26, 2010 Board meeting. Contact person: Ruth F. Quinto, telephone 457-6226.

### **6:50 P.M.**

#### **B-13, RATIFY Fresno Unified's Participation in the State of California's "Race to the Top" Memorandum of Understanding**

The purpose of this item is for the Board to approve Fresno Unified's participation in the State of California's "Race to the Top" Memorandum of Understanding (Round Two). Participating school districts will need to sign an MOU that is contingent upon California's success in winning a Race to the Top grant. To participate, the MOU must be signed by the LEA superintendent. However, California's State application has a greater chance of winning if MOUs are signed by also signed by the local school governing board president and the local teachers' union leader, or the equivalent entities for charter schools. The Superintendent recommends ratification. Fiscal Impact: Unknown at this time – depends on acceptance of State of California proposal. FUSD's portion of the grant will be allocated by the state of California. Contact person: Vincent Harris, telephone 457-3816.

### **7:10 P.M.**

#### **B-14, ADOPT Resolution 09-45 Designating a Site for Environmental Review Pursuant to the California Environmental Quality Act (CEQA) for a New Fresno Unified Middle School in Southwest Fresno**

Included in the Board binders is Resolution 09-45 stating the Board's preference for a site at the southwest corner of Church Avenue and Martin Luther King Street for a new middle school in southwest Fresno. Adoption of the Resolution will authorize staff to commence the various studies, reports and other documents as necessary to comply with the California Environmental Quality Act (CEQA) and other legal criteria related to the Church/King site. As stated in Resolution 09-45, the Board's adoption of the Resolution shall not be construed as a pre-commitment to acquire the Church/King site. The Superintendent recommends adoption. Fiscal Impact: Funding for the above-referenced studies/documents is available in the Developer Fees 2009/10 budget. Contact person: Karin Temple, telephone 457-3134.

## B. CONFERENCE/DISCUSSION AGENDA – continued

### 7:40 P.M.

#### **B-15, PRESENT and APPROVE Recommended Intervention Models for Webster, Carver, and Yosemite and APPROVE Submission of School Improvement Grant Application to the California Department of Education**

Staff will present recommended models for three schools identified among the 5% Persistently Underperforming Schools in the State: Webster, Carver, and Yosemite. District and site staff have worked collaboratively with the Fresno Teachers Association (FTA) and staff and community at school sites to discuss required District interventions and the four options for each school. Many steps have been taken from March 4 through May 25 to present information and collect input. Approval is also requested for submission of a School Improvement Grant (SIG) to support implementation of the reform strategies approved by the Board to raise student achievement in each of these schools. The Superintendent recommends approval. Fiscal Impact: There is no fiscal impact. Contact person: Cindy Tucker, telephone 457-3874.

### 8:10 P.M.

#### **B-16, HOLD Joint Public Hearing on the Mitigated Negative Declaration (MND) and Preliminary Environmental Assessment (PEA) for the Site M-4 (Southeast) Elementary School Project; and Evaluate the School Site in Relation to the Site Selection Standards Referenced in Education Code Section 17211, et seq.**

Included in the Board binders are three attachments related to the Site M-4 Elementary School Project (Project):

- Proposed Mitigated Negative Declaration (MND) and a summary of the Initial Study
- Summary of the Preliminary Environmental Assessment (PEA)
- Evaluation of the site in relation to California Education Code section 17211 – site selection standards

A Joint Public Hearing is being held to allow the public a meaningful opportunity to review and comment on the Project as it relates to the proposed MND, PEA, and the site selection standards. Board action is not recommended at this time; approval of the MND, acceptance of the PEA, and final site selection will be recommended at the July 28, 2010 Board meeting. The public review period for the MND began on May 12, 2010 and will end on June 10, 2010. Any comments received can be considered by the Board on July 28, 2010. Contact person: Karin Temple, telephone 457-3134.

### 8:35 P.M.

#### **B-17, PRESENT and DISCUSS Constituent Services Quarterly Reporting**

Included in the Board binders is the Constituent Services Quarterly Reporting for Constituent Services activities for the time period of February 1, 2010 through April 30, 2010. Also included is the Quarterly Reporting for the Valenzuela/Williams Uniform Complaint Procedures reporting for February 1, 2010 through April 30, 2010 in accordance with Education Code § 35186. Contact person: Miguel Arias, telephone 457-3566.

## B. CONFERENCE/DISCUSSION AGENDA – continued

**8:50 P.M.**

### **B-18, OPPORTUNITY for Public Discussion of the Fresno Teachers Association (FTA) Proposal to Fresno Unified School District for the 2010/2011 School Year**

In accordance with Government Code 3547, all initial proposals of exclusive representatives are to be presented at a public meeting of the public school employer. The Fresno Teachers Association (FTA) negotiations proposal to Fresno Unified School District was initially made public at the May 12, 2010 meeting of the Board of Education. This proposal is hereby returned to this agenda for formal presentation, public hearing and acknowledgement of receipt. Contact person: Kim Mecum, telephone 457-3548.

## **C. RECEIVE INFORMATION & REPORTS**

### **C-19, RECEIVE Submission of Revised Board Policy 4113, Personnel**

Included in the Board Binders is additional language revising Board Policy 4113, Personnel, which is recommended by the California School Board Association. This additional language aligns with NCLB guidelines in assuring that students in schools with 40 percent or higher poverty, or that have a statewide decile rank of one to three, are not taught by inexperienced, unqualified, and out of field teachers. Contact person: Barbara Bengel, telephone 457-3843.

### **C-20, RECEIVE New Career Technical Education Course of Study: Introduction to to Renewable and Sustainable Energy**

Included in the Board binders is the course of study for a new Career and Technical Education (CTE) Course entitled Introduction to Renewable and Sustainable Energy. This course will be piloted in the Green Energy and Technology Pathway at Edison High School. It is being developed in collaboration with CDE and PG&E and is part of the statewide New Energy Academy program. This course is a foundation CTE course in the energy and utilities sector and will focus on various renewable energy technologies, sustainable design practices and their current applications. Contact person: Tracewell Hanrahan, telephone 457-3781.

### **C-21, RECEIVE Pilot U.S. History Course of Study**

Included in the Board binders is the Course of Study for a Pilot U.S. History course that will satisfy the California State Standards for the 11<sup>th</sup> grade U.S. History curriculum and create an engaging learning environment that views U.S. History through a multicultural perspective. This course will focus on race and social justice in American History. This course will, at a minimum, be piloted at Cambridge High School next year. Contact person: Tracewell Hanrahan, telephone 457-3781.

C. RECEIVE INFORMATION & REPORTS – continued

**C-22, RECEIVE Dailey Elementary Charter School's Revisions to Charter**

Dailey Elementary Charter School has made revisions to its charter and will submit them to the FUSD Board for approval. The Morris E. Dailey Elementary Charter School established by Fresno Innovative Charter Schools, a non-profit public benefit corporation, was approved by the Fresno Unified Board on February 10, 2010.

- Key elements of the charter include:
  - Educational program based on the International Baccalaureate Organization's Primary Years Program
  - Opening August 2010 serving students K through 5<sup>th</sup> grades

A discussion item relating to the charter revisions will be placed on the June 2, 2010 agenda. Contact person: Barbara Bengel, telephone 457-3661.

**BOARD/SUPERINTENDENT COMMUNICATIONS**

**D. ADJOURNMENT**

**NEXT REGULAR MEETING:**

**WEDNESDAY, JUNE 2, 2010 – OPEN SESSION AT 5:30 P.M.**

**ACTION TAKEN ON ALL AGENDA ITEMS FOR  
May 26, 2010**

**A. CONSENT AGENDA**

**A-1, Personnel List**

**APPROVED**, as recommended, Personnel List, Appendix A, as submitted.

**A-2, Findings of Fact and Recommendations of District Administrative Board**

**ADOPTED**, as recommended, the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the May 12, 2010, Regular Board Meeting.

**A-3, Four New Job Descriptions – Systems Administrator; Systems Engineer; Systems Technician I; and Systems Technician II**

**APPROVED**, as recommended, four new classified job descriptions: Systems Administrator; Systems Engineer; Systems Technician I; and Systems Technician II. These positions will create a new career pathway at Fresno Unified for staff that work on and have expertise in the area of server and storage systems. All of the positions have been developed in collaboration with the California School Employees Association (CSEA), Chapter 125. Funding will be provided through the Instructional Technology budget. There is no net fiscal impact on the general district budget.

**A-4, 2010/11 Safe School Plans for District Schools**

**APPROVED**, as recommended, the 2010-11 Safe School Plans for District schools. The plans are developed by the staff at each school to promote a safe learning environment. These plans are aligned with the California Standardized Emergency Management System (SEMS) and have been reviewed by District staff and all plans include key components. There is no fiscal impact.

**A-5, Deferred Maintenance Program, Five-Year Plan**

**APPROVED**, as recommended, with **revisions** to the Deferred Maintenance Program, Five-Year Plan for Fresno Unified School District. The State Allocation Board (SAB) requires the Board to annually approve the district's Five-Year Plan for major repairs or replacement of building systems. Typical deferred maintenance components include plumbing, heating and air conditioning, electrical systems, roofing, interior/exterior painting and floor systems. Upon SAB approval of the Five-Year Plan, the projects become eligible for funding utilizing the Deferred Maintenance Fund. Expenditures will be from the 2010/11 fiscal year.



**A-6, Claim # 09-1125-0366 for Jocelyn Alvarez**

**DENIED**, as recommended, Claim for Damages on Jocelyn Alvarez, Case #09-1125-0366. The matter has been referred to the District's Director of Benefits and Risk Management for further handling.

**A-7, Claim #09-1125-0409 for (Minor)**

**DENIED**, as recommended, Claim for Damages on Minor, Case #09-1125-0409. The matter has been referred to the District's Director of Benefits and Risk Management for further handling.

**A-8, Claim #10-0426-0199 for Teresa Gomez**

**DENIED**, as recommended, Claim for Damages on Teresa Gomez, Case #10-0426-0199. The matter has been referred to the District's Director of Benefits and Risk Management for further handling.

**A-9, Change Orders for the Projects Listed Below**

**RATIFIED**, as recommended, Change Orders and backup information for the following projects:

1. **Bid #2935, Modernization of Bullard High School Phase E**

Change Order #9: \$36,331.00. The new contract amount: \$4,213,407.00

This change order includes, but may not be limited to: additional demolition work in buildings B, K, N, and O; relocating storage room accessibility to inside Building R classroom; replacing ten existing damaged windows in Buildings S and T; installing new doors in Building N classrooms; and installing supply and return units for HVAC in Building V. A plan of the Bullard campus, with buildings identified, is in the Board binders.

*Fiscal Impact: Sufficient funds of \$36,331.00, the amount of Change Order #9, are available in the Measure K budget.*

2. **Bid #090908, Easterby Elementary School Modernization**

Change Order #1: \$21,976.32. The new contract amount: \$1,033,306.32

This change order includes, but may not be limited to: modifying cabinets in classrooms to match existing storage capacity; providing exterior entry door walk-off mats in new carpeted classrooms; revising multi-purpose fire alarm panel and adding telephone line; adding vertical blinds over transom windows; credit (deduct) for removing door panic hardware from scope of work (it already exists).

Change Order #2: \$13,271.00. The new contract amount: \$1,046,577.32

This change order includes, but may not be limited to: abatement of lead-glazed ceramic wall tiles and cement plaster compounds identified as hazardous material during construction.

*Fiscal Impact: Sufficient funds of \$35,247.32, the amount of Change Orders #1 and #2, are available in the Measure K budget.*

3. **Bid # 091220, Lighting Upgrades at Tenaya Middle School**

Change Order #1: \$1,584.00. The new contract amount: \$28,926.00

This change order includes, but may not be limited to: retrofitting fixtures in the gymnasium weight room and replacing fixtures in the electrical room.

*Fiscal Impact: Sufficient funds of \$1,584.00, the amount of Change Order #1, are available in the Deferred Maintenance budget.*

4. **Bid #100335, Bullard High School Athletic Facilities Improvement Project**

Change Order #1: \$0.00. The contract amount: \$5,933,883.00

This change order amends the contract to include Supplemental Contract General Conditions, Article 80 – Contractor's Right to Stop Work or Terminate.

*Fiscal Impact: The total original contract amount of \$5,933,883.00, which is available in the Unrestricted General Fund (high priority athletic facilities set-aside), Special Reserve and Measure K budgets, does not change.*

**A-10, Filing of the Notice of Completion for the Project Listed Below**

**RATIFIED**, as recommended, the Notice of Completion for the following project, which has been completed according to plans and specifications:

Bid #2935, Modernization of Bullard High School, Phase E

The 10% retention will be released after ratification of the Notice of Completion. Sufficient funds are available in the 2009/10 Measure K budget.

**A-11, Purchase Orders from March 26, 2010, through April 15, 2010**

**RATIFIED**, as recommended, a list of Purchase Orders in excess of \$10,000 submitted for ratification by the Board. Purchase Orders/contracts that are required by law to be competitively bid will be submitted as separate agenda items. Beginning on page four (4) is a list of Purchase Orders issued from March 26, 2010, through April 15, 2010. Funding is noted on the attached pages.

**B. CONFERENCE/DISCUSSION AGENDA**

**B-12, Update on the Governor's 2009/10 May Revised Budget**

**PRESENTED** the Governor's released the 2009/10 May Budget Revision on May 14, 2010 and staff attended a workshop on May 21, 2010.

Administrator Canfield provided the members of the Board with the Governor's 2009/10 May Revised budget. The presentation covered the following topics:

- Governor's May Revise Overview
- Fiscal Impact
- Federal Funds Update
- Strategic Budget Development

**B-13, Fresno Unified's Participation in the State of California's "Race to the Top" Memorandum of Understanding**

**RATIFIED**, as recommended, Fresno Unified's participation in the State of California's "Race to the Top" Memorandum of Understanding (Round Two). Participating school districts will need to sign an MOU that is contingent upon California's success in winning a Race to the Top grant. To participate, the MOU must be signed by the LEA superintendent. However, California's State application has a greater chance of winning if MOUs are signed by also signed by the local school governing board president and the local teachers' union leader, or the equivalent entities for charter schools. Unknown at this time – depends on acceptance of State of California proposal. FUSD's portion of the grant will be allocated by the state of California.



**B-14, Resolution 09-45 Designating a Site for Environmental Review Pursuant to the California Environmental Quality Act (CEQA) for a New Fresno Unified Middle School in Southwest Fresno**

**ADOPTED**, as recommended, Resolution 09-45 stating the Board's preference for a site at the southwest corner of Church Avenue and Martin Luther King Street for a new middle school in southwest Fresno. Adoption of the Resolution will authorize staff to commence the various studies, reports and other documents as necessary to comply with the California Environmental Quality Act (CEQA) and other legal criteria related to the Church/King site. As stated in Resolution 09-45, the Board's adoption of the Resolution shall not be construed as a pre-commitment to acquire the Church/King site. Funding for the above-referenced studies/documents is available in the Developer Fees 2009/10 budget.

**B-15, Recommended Intervention Models for Webster, Carver, and Yosemite and Submission of School Improvement Grant Application to the California Department of Education**

**APPROVED**, as recommended models for three schools identified among the 5% Persistently Underperforming Schools in the State and the Submission of School Improvement Grant Application to the California Department of Education.

*The Board took four separate actions on this agenda item; as follows:*

**APPROVED**, as recommended, the Turnaround Model for Webster

**APPROVED**, as recommended, the Turnaround Model for Yosemite Middle School

**APPROVED**, as recommended, the Turnaround Model for Carver Academy

**APPROVED**, as recommended, the Submission for Grant Application

**B-16, Public Hearing on the Mitigated Negative Declaration (MND) and Preliminary Environmental Assessment (PEA) for the Site M-4 (Southeast) Elementary School Project; and Evaluate the School Site in Relation to the Site Selection Standards Referenced in Education Code Section 17211, et seq.**

**HELD** Joint Public Hearing on the Site M-4 Elementary School Project (Project):

- Proposed Mitigated Negative Declaration (MND) and a summary of the Initial Study
- Summary of the Preliminary Environmental Assessment (PEA)
- Evaluation of the site in relation to California Education Code section 17211 – site selection standards

A Joint Public Hearing is being held to allow the public a meaningful opportunity to review and comment on the Project as it relates to the proposed MND, PEA, and the site selection standards. Board action is not recommended at this time; approval of the MND, acceptance of the PEA, and final site selection will be recommended at the July 28, 2010 Board meeting. The public review period for the MND began on May 12, 2010 and will end on June 10, 2010. Any comments received can be considered by the Board on July 28, 2010.

**B-17, Constituent Services Quarterly Reporting**

**PRESENTED** the Constituent Services Quarterly Reporting for Constituent Services activities for the time period of February 1, 2010 through April 30, 2010. Also included is the Quarterly Reporting for the Valenzuela/Williams Uniform Complaint Procedures reporting for February 1, 2010 through April 30, 2010 in accordance with Education Code § 35186.

**B-18, Public Discussion of the Fresno Teachers Association (FTA) Proposal to Fresno Unified School District for the 2010/2011 School Year**

**OPPORTUNITY** for public discussion in accordance with Government Code 3547, all initial proposals of exclusive representatives are to be presented at a public meeting of the public school employer. The Fresno Teachers Association (FTA) negotiations proposal to Fresno Unified School District was initially made public at the May 12, 2010 meeting of the Board of Education. This proposal is hereby returned to this agenda for formal presentation, public hearing and acknowledgement of receipt.

**C. RECEIVE INFORMATION & REPORTS**

**C-19, Submission of Revised Board Policy 4113, Personnel**

**RECEIVED** additional language revising Board Policy 4113, Personnel, which is recommended by the California School Board Association. This additional language aligns with NCLB guidelines in assuring that students in schools with 40 percent or higher poverty, or that have a statewide decile rank of one to three, are not taught by inexperienced, unqualified, and out of field teachers.

**C-20, New Career Technical Education Course of Study: Introduction to Renewable and Sustainable Energy**

**RECEIVED** the course of study for a new Career and Technical Education (CTE) Course entitled Introduction to Renewable and Sustainable Energy. This course will be piloted in the Green Energy and Technology Pathway at Edison High School. It is being developed in collaboration with CDE and PG&E and is part of the statewide New Energy Academy program. This course is a foundation CTE course in the energy and utilities sector and will focus on various renewable energy technologies, sustainable design practices and their current applications.

**C-21, Pilot U.S. History Course of Study**

**RECEIVED** the Course of Study for a Pilot U.S. History course that will satisfy the California State Standards for the 11<sup>th</sup> grade U.S. History curriculum and create and engaging learning environment that views U.S. History through a multicultural perspective. This course will focus on race and social justice in American History. This course will, at a minimum, be piloted at Cambridge High School next year.



**C-22, Dailey Elementary Charter School's Revisions to Charter**


**RECEIVED** Dailey Elementary Charter School revisions to its charter and will submit them to the FUSD Board for approval. The Morris E. Dailey Elementary Charter School established by Fresno Innovative Charter Schools, a non-profit public benefit corporation, was approved by the Fresno Unified Board on February 10, 2010.

- Key elements of the charter include:
  - Educational program based on the International Baccalaureate Organization's Primary Years Program
  - Opening August 2010 serving students K through 5<sup>th</sup> grades

A discussion item relating to the charter revisions will be placed on the June 2, 2010 agenda. Contact person: Barbara Bengel, telephone 457-3661.

## Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Fresno Unified School District
Name of Authorized Executive:	Ruth F. Quinto
Title of Authorized Executive:	Deputy Superintendent, CFO
Signature of Authorized Executive:	
Date:	08/25/10

**ACTION TAKEN ON ALL AGENDA ITEMS FOR  
APRIL 28, 2010**

**Resolution Proclaiming May 3-7, 2010 as “Teacher Appreciation Week”.**

**ADOPTED**, as recommended, Resolution proclaiming May 3-7, 2010 as “Teacher Appreciation Week.” The Board of Education of Fresno Unified School District salutes and recognizes the contributions of teachers. Teachers provide valuable instruction and support to students, faculties and schools.

**Resolution Proclaiming May 6, 2010, as National School Nurse Day**

**ADOPTED**, as recommended, Resolution proclaiming May 6, 2010 as National school Nurse Day. School nurses provide for students’ immediate health needs, promote healthy lifestyles and teach students how to strengthen their physical and emotional well-being.

**Resolution Declaring May as Hmong History Month**

**ADOPTED**, as recommended, Resolution proclaiming May 2010 as Hmong History Month. Fresno California is home to one of the largest Hmong communities in the United States. Fresno Unified has approximately 5,729 students with Hmong being their primary language.

**A. CONSENT AGENDA**

**A-1, Personnel List**

**APPROVED**, as recommended, Personnel List, Appendix A, as submitted.

**A-2, Findings of Fact and Recommendations of District Administrative Board**

**ADOPTED**, as recommended, the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the March 24, 2010, Regular Board Meeting.

**A-3, Addendum to an Independent Contractor Services Agreement with the Center for Autism and Related Disorders (C.A.R.D.)**

**APPROVED**, as recommended, addendum to the fiscal impact to an Independent Contractor Services Agreement with the Center for Autism and Related Disorders (C.A.R.D.) to continue providing services to students with autism spectrum disorders as required by IEPs. The agreement commenced on July 1, 2009 and will end on June 30, 2010. Funding will be provided through the Special Education budget in the amount of \$100,000.00 for a total cost of \$150,000.



**A-4, Amended Agreement with City of Fresno Police Department**

**RATIFIED**, as recommended, amended agreement with City of Fresno Police Department effective July 1, 2009 through June 30, 2012. The purpose for ratifying the original contract is to reflect the following modifications: One additional School Resource Officer and vehicle costs were added to provide law enforcement duties at Dakota. Fresno Unified will pay 100% of two SRO's salaries who will work year round. The remaining SROs will work school days only. Contract will be paid from Security Office and ARRA Stabilization funds. The District's share of costs listed below includes a percentage of salaries and fringe benefits and vehicle operation/maintenance. There are sufficient funds in the current 2009/10 budget to cover the additional costs listed on the agenda item.

**A-5, Renewal Internship Agreement with California State University, Fresno**

**APPROVED**, as recommended, a renewal Internship Agreement with California State University, Fresno (CSUF), Department of Social Work Education to place Master and Bachelor level graduate social work students at various school sites throughout Fresno Unified School District. Graduate students will provide a variety of social work services for students, families and school sites. Services include individual and group counseling, case management, community outreach, and linking families to community agencies. The term of the agreement will commence on June 18, 2010, and shall continue for a period of one year, terminating on June 18, 2011. There is no fiscal impact to the District.

**A-6, Submission of the School Improvement Grant for QEIA Schools Application to the California Department of Education**

**RATIFIED**, as recommended, application material for the School Improvement Grant (SIG) for Quality Education Investment Act (QEIA) Schools. The only schools eligible for this round of SIG funding are schools currently funded through the (QEIA). Grant funds will cover all program costs. Expenditures can be retroactive since this is one-time funding that must be expended by 9/30/10.

**A-7, Submission of the Magnet Schools Assistance Program Grant Application to the U. S. Department of Education and Revisions to the Voluntary Desegregation Plan, and Resolution in the Matter of the Submission of the Grant Application**

**ITEM moved to Agenda Item: B-23a.**

**A-8, Ongoing Submission of the Early Mental Health Initiative Grant Application to the California Department of Mental Health**

**APPROVED**, as recommended, an application material for the Early Mental Health Initiative (EMHI) grant to provide funding for school-based early intervention and prevention services to students in grades K-3 who have mild to moderate school adjustment issues. Maximum funding amount is \$42,000 for each site per year, for three years. A 50% match is required and provided by in-kind contribution of FUSD Special Education and County Mental Health staff.



**A-9, Secondary and Adult School Final Carl D. Perkins Career Technical Education Applications for the 2010/11 School Year**

**APPROVED**, as recommended, copies of the 2010/11 Carl D. Perkins Applications for Funding with the preliminary allocation amounts. There are two separate applications, one each for the secondary and postsecondary (Adult School) Career Technical Education (CTE) programs. Perkins Funding is received as a result of the Perkins yearly application process. Perkins applications for funding are due on May 1, 2010 and require Board approval. Preliminary funding allocations have been posted and are as follows: Secondary will receive \$939,773 for the 2010/11 school year and Post-secondary (Adult School) will receive ~~\$779,236~~ **\$799,986** for the 2010/11 school year.

**A-10, Resolution No. 09-39, Authorizing Transferring of Discretionary Checking Account Services**

**ADOPTED**, as recommended, Resolution No. 09-39 to authorize Fresno Unified School District to transfer site discretionary checking account services from Bank of the West to Educational Employees Credit Union (EECU). Each Fresno Unified school site has a discretionary checking account with an annual allocation of \$750 for elementary; \$1,250 for middle; and \$2,500 for high schools. The purpose of this account is to accommodate purchasing situations that require immediate payment and cannot be processed through regular district purchasing procedures. An annual savings of \$20,000 to the Unrestricted General Fund.

**A-11, Resolution No. 09-43, Labor Compliance Program**

**ADOPTED**, as recommended, Resolution #09-43 for Labor Compliance Program (LCP) as required for school construction and modernization projects funded in whole or part by state bond funds. It is recommended that Fresno Unified adopt its own program, to be administered jointly by the Purchasing and Facilities Management and Planning Departments. State funding for capital projects will be released by the Office of Public School Construction only to districts with a Labor Compliance Program approved by the Department of Industrial Relations.

**A-12, Budget Revision No. 4 for Fiscal Year 2009/10**

**APPROVED**, as recommended, Budget Revision No. 4 for fiscal year 2009/10. Periodic updates to the District's budget are presented to the Board of Education for approval. Budget Revision No. 4 includes necessary adjustments to support the acceptance of various grant awards and other fund adjustments. Funding is listed in the backup material.

**A-13, Valley Preparatory Academy Charter Waiver for Apportionment Deferrals**

**ITEM moved to Agenda Item: B-24b.**

**A-14, Award of Bid #091222, Refinish Gym Floors at Cooper, Fort Miller, Hamilton, Sequoia and Yosemite Middle Schools and Edison High School**

**APPROVED**, as recommended, Bid #091222 for removal of the existing gymnasium floor finish and replacement of newly painted game lines, logos, hardwood sealer and finish for each school site to the lowest responsive, responsible bidder:

Pro Sport Floors, Inc. (Yuba City, California) \$98,680.00

Sufficient funds of \$98,680.00 are available in the 2009/10 Measure K budget (20%) and Deferred Maintenance budget (80%).

**A-15, Award of Bid #100225, Modernization of Eaton and Rowell Elementary Schools**

**APPROVED**, as recommended, Bid #100225 for the remodeling of 22 classrooms, administration building, two sets of boys and girls restrooms to meet current Americans with Disabilities Act (ADA) standards, and conversion of original cafeteria building into a new library/media center for each school site to the lowest responsive, responsible bidder:

Durham Construction Company, Inc. (Clovis, California) \$4,665,000.00

Sufficient funds of \$4,665,000.00 are available in the 2009/10 Measure K budget.

**A-16, Award of Bid #100227, Construction of New Library/Media Centers at Thomas and Vinland Elementary Schools**

**APPROVED**, as recommended, Bid #100227 for the construction of a new library/media center and remodeling of one set of boys and girls restrooms to meet current Americans with Disabilities Act (ADA) standards for each school site to the lowest responsive, responsible bidder:

BVI Construction, Inc. (Selma, California) \$1,621,180.00

Sufficient funds of \$1,621,180.00 are available in the 2009/10 Measure A budget.

**A-17, Award of Bid #100330 A – C, Energy Management System Upgrades at Computech, Cooper and Wawona Middle Schools**

**APPROVED**, as recommended, Bid #100330 A – C to provide Energy Management System upgrades for each school site to the lowest responsive, responsible bidders:

Section A (Wawona)	Strategic Mechanical Inc.	(Fresno, CA)	\$239,400.00
Section B (Computech)	Strategic Mechanical Inc.	(Fresno, CA)	\$236,500.00
Section C (Cooper)	Strategic Mechanical Inc.	(Fresno, CA)	\$253,000.00

Sufficient funds of \$728,900.00 are available in the 2009/10 Measure K budget.



**A-18, Award of Bid #100332 A – E, Automatic Irrigation System Improvements at Ewing, Hidalgo, Lincoln and Robinson Elementary Schools and Scandinavian Middle School**

**APPROVED**, as recommended, Bid #100332 A – E to upgrade existing irrigation systems and bring them up to current district standards, thereby reducing water consumption and electrical usage to the lowest responsive, responsible bidders:

Site A (Lincoln)	Nish-ko, Inc.	(Fresno, CA)	\$75,390.00
Site B (Ewing)	Nish-ko, Inc.	(Fresno, CA)	\$76,944.00
Site C (Hidalgo)	Nish-ko, Inc.	(Fresno, CA)	\$110,266.00
Site D (Robinson)	Integrity Landscape	(Sanger, CA)	\$167,750.00
Site E (Scandinavian)	Elite Landscaping, Inc.	(Clovis, CA)	\$470,500.00

Sufficient funds of \$900,850.00 are available in the 2009/10 Measure K budget.

**A-19, Change Orders for the Projects Listed Below**

**RATIFIED**, as recommended, Change Orders and backup information for the following projects:

1. Bid #090912A, Kratt Elementary School Modernization  
Change Order #1: \$56,980.18. The new contract amount: \$1,466,980.18.  
This change order includes, but may not be limited to: installing new insulation at Building "D" (northwest part of campus) roof deck; removing and replacing plumbing fixtures and sinks, and installing new toilet partitions and accessories, in boys and girls restrooms; electrical work to lower light switches for Americans with Disability Act compliance and install new light fixtures in boys and girls restrooms; electrical work to provide and install new clocks; installing tackboard to full height in all Building "D" rooms; deduct for eliminating six new doors from scope of work.
2. Bid #090912B, Malloch Elementary School Modernization  
Change Order #1: \$21,637.82. The new contract amount: \$1,335,637.82.  
This change order includes, but may not be limited to: installing new insulation at Building "D" (pod building) roof deck; electrical work to lower light switches for Americans with Disability Act compliance and install new clocks and speakers; installing tackboard to full height in all classrooms and install tackboard in conference room; installing additional cabinets and coat racks in Building "D;" deduct for eliminating hall wall and five new doors from scope of work.

Sufficient funds are available in the 2009/10 Measure K budget as listed above.

**A-20, Filing of the Notices of Completion for the Projects Listed Below**

**RATIFIED**, as recommended, the Notices of Completion for the following projects, which have been completed according to plans and specifications:

1. Bid #2922A-B, All Weather Track Improvements at McLane and Fresno High Schools  
*Unrestricted General Fund budget (high priority athletic facilities set-aside)*
2. Bid #090910B, Exterior Painting at Storey Elementary School  
*Deferred Maintenance budget*

The 10% retention will be released after ratification of the Notices of Completion. Sufficient funds are available in the 2009/10 budgets as noted above.

**A-21, Purchase Orders from February 18, 2010 through March 15, 2010**

**RATIFIED**, as recommended, Purchase Orders in excess of \$10,000 submitted for ratification by the Board. Beginning on page five (5) is a list of Purchase Orders issued from February 18, 2010, through March 15, 2010. These Purchase Orders have been previously authorized and awarded by the Board of Education. Funding is noted on the backup material.

**A-21a Appointment to Measure K Oversight Committee**

**APPROVED**, as recommended, Trustee Mills recommendation of Ms. Kacey Auston to the Measure K Oversight Committee. A copy of Ms. Auston's nomination form is attached. She is a Fresno Unified parent and a member of the Fresno High School Alumni Association; is a small business owner; and is involved in the Fresno Women's Business Network and National Women's Political Caucus.

**B. CONFERENCE/DISCUSSION AGENDA****B-22, Resolution 09-42, Regarding Completion of Identified Measure K Priority I Projects and Earmarking Funds for Priority I Projects Not Yet Completed**

**PULLED from consideration on this agenda.**

**B-23, Public Hearing Regarding 5% Persistently Underperforming Schools: Turnaround Models**

**HOLD** Public Hearing as Required the District Interventions and Four Intervention Models to be used with schools identified as 5% Persistently Underperforming Schools. The four models include:

- Turnaround Model
- Restart Model
- School Closure
- Transformation Model

The purpose of this Public Hearing is to seek input on these four models as they pertain to our three identified Persistently Underperforming Schools. Those schools are:

- Webster
- Carver
- Yosemite



**B-24, Update on Lawson and ATLAS**

**PRESENTED** the Lawson HR/Payroll/Benefits conversion and the ATLAS Student Information System will be given. The Lawson conversion has been completed with the first payroll completed on March 31. The implementation of additional Lawson components and improvements to the system will continue. The ATLAS pilot and attendance certification is currently in progress at seven school sites with several hundred teachers participating.

**B-24a Submission of the Magnet Schools Assistance Program Grant Application to the U.S. Department of Education and Revisions to the Voluntary Desegregation Plan, and Resolution in the Matter of the Submission of the Grant Application**

**APPROVED** and **ADOPTED**, as recommend the material for the Magnet Schools Assistance Program (MSAP) grant to assist in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group isolation in elementary and secondary schools with substantial numbers of minority group students. The Board Resolution supporting the submission of the magnet grant is attached. Grant funds will cover all program costs for all schools during the three year grant period. The MSAP grant will provide funding not to exceed \$12,000,000 (\$4,000,000 maximum per year) over three years.

**B-24b Valley Preparatory Academy Charter Waiver for Apportionment Deferrals**

**HOLD** Public Hearing and **ADOPTED**, as recommended, to approve a waiver in cash apportionment deferrals for Valley Preparatory Academy Charter School. The California Department of Education (CDE) is considering waivers for February, April, and May cash deferrals per Ed Code 14041.6. The sponsoring district must request the waiver on the charter's behalf and submit to the California Department of Education by May 5, 2010.

**C. RECEIVE INFORMATION & REPORTS****C-25, Fresno Unified School District 2010/2011 Negotiations Proposal to Fresno Teachers Association**

**RECEIVE** in accordance with Government Code 3547, all initial proposals of the public school employers shall be presented at a public meeting of the public school employer, and thereafter shall be public record. The Fresno Unified School District is herewith submitting its negotiations proposal to Fresno Teachers Association (FTA), for the 2010/2011 school year. This proposal shall be available for public review in the Board of Education Office from April 28, 2010 to May 11, 2010. This proposal will be returned to the next agenda for a public hearing and adoption by the Fresno Unified Board of Education.

# Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

**Note:** Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

## Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition

b. Establishing an on-going drug-free awareness program to inform employees about:

1. The dangers of drug abuse in the workplace

2. The grantee's policy of maintaining a drug-free workplace

3. Any available drug counseling, rehabilitation, and employee assistance programs

4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace

c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)

d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

1. Abide by the terms of the statement

2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction

e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.

f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency

g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Fresno Unified School District

2309 Tulare Street

Fresno, CA 93721

Check ☐ if there are workplaces on file that are not identified here.

## Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession,



or use of a controlled substance in conducting any activity with the grant; and

- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Fresno Unified School District

Name of Program: American Reinvestment and Recovery Act - School Improvement Grant

Printed Name and Title of Authorized Representative: Ruth F. Quinto, Deputy Superintendent/CFO

Signature:  Date: 05/27/10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-323-1544

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Last Reviewed: Wednesday, May 05, 2010

## Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (CFR) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Fresno Unified School District

Name of Program: American Reinvestment and Recovery Act - School Improvement Grant

Printed Name and Title of Authorized Representative: Ruth F. Quinto, Deputy Superintendent/CFO

Signature:  Date: 05/27/10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-323-1544

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009



## Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

### Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Fresno Unified School District

Name of Program: American Reinvestment and Recovery Act - School Improvement Grant

Printed Name and Title of Authorized Representative: Ruth F. Quinto, Deputy Superintendent/CFO

Signature:  Date: 05/27/10

**MINUTES - BOARD OF EDUCATION SPECIAL MEETING  
Fresno Unified School District  
May 6, 2010**

**Fresno, California  
May 6, 2010**

Office of the Board of Education, Fresno Unified School District, Carver Academy Middle School, 2463 Martin Luther King Blvd, Fresno, CA 93706, Webster Elementary School, 2600 E. Tyler, Fresno, CA 93701, and Yosemite Middle School 1292 N. Ninth Street, Fresno, CA 93703.

**SPECIAL MEETING FOR CARVER ACADEMY MIDDLE SCHOOL**

At the Special meeting of the Board of Education of Fresno Unified School District, held at Carver Academy Middle School on May 6, 2010, there were present Members Johnson, Mills, Moore, Ryan, Vang, and Acting President Asadoorian. *President Davis was absent.* Also present was Superintendent Hanson.

Acting President Asadoorian convened the first of three special meetings by the Board of Education at 4:07 p.m. for the purpose to DISCUSS and HOLD Public Hearings on the 5 Percent Persistently Lowest-Achieving Schools.

Associate Superintendent Tucker presented information to the staff, parents and community members regarding Carver as one of the three school sites that has been designated as among the 5 percent persistently lowest-achieving schools in the state of California and the schools must engage in a school intervention model as required by state and federal law.

She stated that a Public Hearing was held on April 28, 2010 to notify staff, parents and the community of the designation and to seek input from the staff, parents and community. This is the second public hearing to do the same and receive input from staff, parents and the community as to which option is most suitable for Carver.

She provided information on each of the four options:

- The Turnaround Model
- The Restart Model
- School Closure
- The Transformation Model

Additionally, prior to the public hearing and continuing, the district staff has worked collaboratively with the Fresno Teachers Association (FTA) as well as the staff and community at Carver to discuss the required district interventions and the four options. Many steps have been taken from March 4 through the date of this hearing to present information and collect input.



**SPECIAL MEETING FOR CARVER ACADEMY MIDDLE SCHOOL – continued**

She concluded the presentation by providing information to the staff and community members on the timeline of actions to be taken.

- March 4 – present: on-going meetings between FTA, FUSD, and school staff at 3 schools (Webster, Carver, and Yosemite)
- April 28: Public Hearing: provide information; receive input
- April 29 – May 11: Public Hearings at Webster, Carver, Yosemite: provide information; receive input
- May 12: Board Decision – *Decision deferred to May 26 Board meeting.*

Acting President Asadoorian opened the public hearing and the following individuals addressed the members of the Board.

- Jamie Wise inquired why they were not provided the same options as Webster. Webster will keep the principal and not given the same opportunity for Carver. The principal has only been at Carver for two years. If they don't agree with the Board's decision, where can they go to express their concerns?

Acting President Asadoorian stated that every comment will be turned over to the Superintendent and staff.

- Frank Garcia requested a second chance for the staff at Carver. They are hard working teachers who care and feel they have been tossed under the bus, because they don't fit the school and would like another opportunity. He started the MESA Program at Carver and they won first place in robotics, bridge building competitions and have one of the largest MESA programs in Fresno Unified. If you take this school away, many of these students will be missing out on so much.
- Rog Lucido expressed concerns with the discrepancy from the newspaper and what is being presenting to the community and questioned if this is a choice or a must. He had many questions he wanted addressed: is the improvement grant under NCLB, Race to the Top, or Program Improvement; does the district need to apply for the grant; what are the consequences if the district does not follow through with one of these four models; will there be any repercussions if not implemented; are there any guarantees that any of these four models will guarantee students will improve in their learning; if no guarantee, why make changes; and what is going on at Carver that seems to be a weakness. He expressed concerns with the following: district needs to spend their energy on what needs to be improved and not look at test scores; school is out of compliance with FERPA regulations with the bulletin board in the cafeteria displaying student information. He concluded his comments by stating that closing of schools has happen in other states, but there is no information or data that indicates student improvement as a result of any one of the four options presented.

Superintendent Hanson commented on some of the questions from Mr. Lucido and stated that the grant is under ESCA and that due to the law change in California, this has forced the district to take these actions to improve the student learning and if one of these models is not followed, these schools will continue to be in the 5 percent persistently lowest-achieving schools. He is not aware of any repercussions if the district does not follow these options, but it's imperative that the district act with this new law.

**SPECIAL MEETING FOR CARVER ACADEMY MIDDLE SCHOOL – *continued***

- Debbie Darren stated at one point Carver was one of the most prestigious schools throughout West Fresno and does not understand what happen. She expressed concerns with the following: the decision by the district to change the structure of Carver and King and bring 5 and 6 graders to Carver and call it a middle school. A middle school is fully equipped with a gym and establishments that give students a good balance structure; the Board has done nothing for the staff and students at Carver, but to continue to put them at the bottom; and funds that need to be used for a new school, the Board can't make a decision to build a new middle school for the students of West Fresno. The Board is ready to close a school and the community does not want another charter school. The Board needs to own up to their responsibilities and build a brand new school for the students of this community and stop making all these unnecessary changes to Carver and King and it's not just the City of Fresno failing the West Fresno community, but also Fresno Unified.
- Chancy Vance expressed concerns with the following: the changes that are happening at Carver; calling a special Board meeting at 4 p.m. when many parents are still working, if they want parents to get involved, have a meeting at 6 p.m.; bussing students across town; and hold the parents accountable. She stated that the principal has been at Carver for the past two years and needs more time to try to get test scores up. There are many good teachers at Carver. There needs to be more programs for the students at Carver and commented on Fresno High new swimming pool, but Carver can't receive a gym. Build a new school and put the 5<sup>th</sup> grade students back in elementary and get them away from the middle school students.
- Robert Mitchell stated that Principal Morris needs more time and the district needs to provide him with the assistance from the administration. There is a need for a new middle school in this community and to look at a school with poor achievement without taken into consideration all of the factors does not necessitate the closure of a school. He realizes that they want the schools performing and it can happen; with the dedication of many teachers can be a win for this school. He requested until the Board renders their decision, Carver not be closed and the principal be given another opportunity and would like the Board deliberate with their hearts and minds in drawing their conclusions.
- Mary Curry expressed concerns on the time limitation being given to the community members to express their concerns; three minutes is not adequate time. She is not in favor of replacing the principal; she would like sometime done for the middle school students in the 7 and 8 grade who are not getting a quality middle school education they deserve, because they do not have the proper facilities. She stated there is a need to have smaller group meetings and allow the community to express their concerns on what they want for their children.
- Roger Brown expressed concerns that the community was not properly informed of what is going on at Carver and the lack of communication with the parents and the community and feels they have been left in the dark. He was not aware of this meeting. This community is willing to work with the district. There will be many students left behind with the closure of the school. They would like more opportunities to discuss their concerns with the Board.

**SPECIAL MEETING FOR CARVER ACADEMY MIDDLE SCHOOL – *continued***

- John Wise stated there are a group of teachers and a principal who care for the students at Carver and are so involved with the student's education. He expressed concerns with the four options being provided and with one of the options replacing 50 percent of the staff and the principal and to restart in a community that is already under resource and underprivileged; will be detrimental in this community. The district needs to look at the weakness that has caused the problem and provide the resources that are needed to fix the problem. His suggestion to the district is to provide more resources and incentives for teachers and principal to make improvement at Carver.
- Nona Harris stated that she has seen schools go from bad to worse and expressed concerns with the closing of the school; bussing of students across town and the need for the safety of the students. She stated that they need to make it equal across the board or close all schools. This is a land of opportunity for all; provide the same education to all students across the board. All the students in the West Fresno community can learn if provided with the same resources that are being provided to other students. The Board needs to get their act together.
- Arogeanae Brown stated that it's not the students or this community that are not improving; it's the low-performing teachers that are being placed at Carver, because students can learn and another charter school in this community is not acceptable.
- Claudette Leffall stated that she attended Carver 40 years ago and she tells her students that if she can do it; they can too. She has seen a drastic change at Carver and there is a lot on their plates. There are wonderful teachers at Carver and no one should be at Carver if they don't love these students. This community deserves to have a school where they can walk to every day and feel good about their school. She expressed concerns when she heard the closure of Carver and it does not even sound right. If there needs to be a change, make the change, because all students can learn and whatever they need to do to make it happen; can happen. She stated that she could not imagine the closure of Tenaya or Hoover or any other school in the north side of town. If there needs to be a change, make it for the better and for the good of all those involved, because these students deserve the best and Carver deserves a second chance. Please reconsider not closing the school and render a decision for the good of all the students to succeed in this community.
- Oliver Baines inquired when the Board will render a decision and questioned if the community input is part of the decision making process of the Board. He expressed concerns how this community can provide a valid input when these four options were not fully explained. They can provide valuable input to the Board if there is an opportunity for smaller group meetings.

Superintendent Hanson stated the Board will render their decision on May 26. The input from the community is part of the decision making process.

In hearing no other comments, Acting President Asadoorian closed the public hearing at Carver Academy Middle School and adjourned the meeting at 4:40 p.m.

*A copy of the PowerPoint is available in the Board Office upon request.*

## SPECIAL MEETING FOR WEBSTER ELEMENTARY SCHOOL

At a Special meeting of the Board of Education of Fresno Unified School District, held at Webster Elementary School on May 6, 2010, there were present Members Johnson, Mills, Moore, Ryan, Vang, and Acting President Asadoorian. *President Davis was absent.* Also present was Superintendent Hanson.

Acting President Asadoorian convened the second of three special meetings by the Board of Education at 5:33 p.m. for the purpose to DISCUSS and HOLD Public Hearings on the 5 Percent Persistently Lowest-Achieving Schools.

Associate Superintendent Tucker presented information to the staff, parents and community members regarding Webster as one of the three school sites that has been designated as among the 5 percent persistently lowest-achieving schools in the state of California and the schools must engage in a school intervention model as required by state and federal law.

She stated that a Public Hearing was held on April 28, 2010 to notify staff, parents and the community of the designation and to seek input from the staff, parents and community. This is the second public hearing to do the same and receive input from staff, parents and the community as to which option is most suitable for Webster.

She provided information on each of the four options:

- The Turnaround Model
- The Restart Model
- School Closure
- The Transformation Model

Additionally, prior to the public hearing and continuing, the district staff has worked collaboratively with the Fresno Teachers Association (FTA) as well as the staff and community at Webster to discuss the required district interventions and the four options. Many steps have been taken from March 4 through the date of this hearing to present information and collect input.

She concluded the presentation by providing information on the timeline of actions to be taken.

- March 4 – present: on-going meetings between FTA, FUSD, and school staff at 3 schools (Webster, Carver, and Yosemite).
- April 28: Public Hearing: provide information; receive input
- April 29 – May 11: Public Hearings at Webster, Carver, Yosemite: provide information; receive input
- May 12: Board Decision – *Decision deferred to May 26 Board meeting.*

Acting Asadoorian opened the public hearing and hearing no speakers, closed the public hearing at Webster Elementary School and adjourned the meeting at 5:40 p.m.

**SPECIAL MEETING FOR WEBSTER ELEMENTARY SCHOOL – *continued***

Acting President Asadoorian reopened the Board meeting at 5:41 p.m. to allow another opportunity for community input and the following individuals addressed the members of the Board.

- Emma Hernandez questioned the Board on several items: what reassurance will parents be given that new teachers will provide the right education for their students; why make the changes now; can the teachers at Webster be retrained, because these are too many changes for the students; and what guarantee will parents have that new teachers will help. She expressed concerns that the teachers at Webster were not meeting the standards and their students were not being provided a good education; parents depend on the teachers to teach their children. Can the district assure them by bringing in new teachers can help this school improve?

Acting President Asadoorian stated that every comment will be turned over to the Superintendent and staff.

- Margot Castillo questioned what choices will parents have on the decision the Board will be making for Webster? As a parent, she wants that choice, because there are many good teachers at Webster. Would like more information for the parents and would not recommend closing the school, because that will be a failure to the students. As a parent, she would like to be informed on the type of changes that will take place, so she can help in any way she can.
- Christina Gomez informed the Board that she has been attending Webster since preschool and all the teachers are good teachers and she would appreciate the Board not make any changes to the teachers.
- Jerry Magdaleno concurred with the parents that have addressed the Board. She too has daughters at Webster and the teachers have had a good influence on her daughter. Her other daughter is upset that she will not have the same teachers her sister had. As a parent, she has been involved with her children's education and has seen progress at this school, but expressed concerns of how this will affect them. Please take these concerns into consideration on how this will affect the students and parents.

Acting President Asadoorian stated that all the comments will be taken into consideration.

Member Vang stated that this is the opportunity for the community members to express their concerns and provide valuable input to the Board before they render a decision on May 26. He welcomes community input and would like to hear from more parents.

- Sonia Ramirez questioned the following: when did the district receive notification that they were one of the 5% low performance schools; how would a parent know that the school was not meeting up to standards; are there any audits conducted of the school, staff or the curriculum? She stated that her three children are doing well in school. She inquired what can they do as parents that can help their children do better and how can they get more information out to parents so they may provide input to the Board before they render their decision?



**SPECIAL MEETING FOR WEBSTER ELEMENTARY SCHOOL – *continued***

Superintendent Hanson provided the community members with detailed information of the notification received by the district on March 4 from the state of the 5 percent persistently lowest-achieving schools in the state. They provided information to the staff and community via letters and Teleparent messages on what was happening at their school site.

With the law change, this is a new process Fresno Unified is going through and they expect this to be an annual conversation across the state of California and the nation. There about 2 months into this new process and the district will make recommendations at the end of the month to the staff and the Board as they move closer to the end of the school year for 2009/10 and open a new school year in the fall for 2010/11. There lots of work by staff as they receive input from the 3 public hearings held at the 3 school sites today.

He informed his district leaders the next day they received the notification from the state and of the process and next steps they needed to take. He appreciates the community input and as parents the willingness to step up to continue to help.

Hearing no other public comments, Acting President Asadoorian closed the public hearing at Webster Elementary School and adjourned the meeting at 6 p.m.

*A copy of the PowerPoint is available in the Board Office upon request.*

**SPECIAL MEETING FOR YOSEMITE MIDDLE SCHOOL**

At a Special meeting of the Board of Education of Fresno Unified School District, held at Yosemite Middle School on May 6, 2010, there were present Members Johnson, Mills, Moore, Ryan, and Acting President Asadoorian. *Member Vang and President Davis were absent.* Also present was Superintendent Hanson.

Acting President Asadoorian convened the third of three special meetings by the Board of Education at 7 p.m. for the purpose to DISCUSS and HOLD Public Hearings on the 5 Percent Persistently Lowest-Achieving Schools.

Associate Superintendent Tucker presented information to the staff, parents and community members regarding Yosemite as one of the three school sites that has been designated as among the 5 percent persistently lowest-achieving schools in the state of California and the schools must engage in a school intervention model as required by state and federal law.

She stated that a Public Hearing was held on April 28, 2010 to notify staff, parents and the community of the designation and to seek input from the staff, parents and community. This is the second public hearing to do the same and receive input from staff, parents and the community as to which option is most suitable for Yosemite.

## **SPECIAL MEETING FOR YOSEMITE MIDDLE SCHOOL – *continued***

She provided information on each of the four options:

- The Turnaround Model
- The Restart Model
- School Closure
- The Transformation Model

Additionally, prior to the public hearing and continuing, the district staff has worked collaboratively with the Fresno Teachers Association (FTA) as well as the staff and community at Yosemite to discuss the required district interventions and the four options. Many steps have been taken from March 4 through the date of this hearing to present information and collect input.

She concluded the presentation by providing information on the timeline of actions to be taken.

- March 4 – present: on-going meetings between FTA, FUSD, and school staff at 3 schools (Webster, Carver, and Yosemite)
- April 28: Public Hearing: provide information; receive input
- April 29 – May 11: Public Hearings at Webster, Carver, Yosemite: provide information; receive input
- May 12: Board Decision – *Decision deferred to May 26 Board meeting*

Acting President Asadoorian opened the public hearing and the following individuals addressed the members of the Board.

- Linda Coleman questioned several items: the process and with the numerous meetings with the staff; when did those meetings take place; why the Board has not visited Yosemite to see what it's like and what's happening at this school other than look at data. She extended an invitation to the Board to visit Yosemite. She expressed concerns that the public notice was not provided in a timely manner to allow the community to attend the meeting. The teachers are here daily and work hard to implement strategies before the district implements them and many teachers have attend training, conferences and workshops to stay updated with new innovative strategies that are put forth. Many teachers spend extra time at the school; they arrive early and leave late and come in on weekends and there are many teachers that go above and beyond what is being asked of them. She questioned where is the district's intervention that has been provided to Yosemite to move out of PI status? She would like the Board to render an informed decision, but not based on data-driven and give Yosemite a second chance with extra assistance to fix the problem.
- Joyce Castanon concurs with her colleagues that a short notice makes it very difficult to bring in the community to provide their input. The teachers have done everything in their power to do the best they can do; they have tried new and innovative programs and don't know what more they can do and requested more help from the district. They need more teachers to help reduce the number of students in the classroom to be able to provide the best for these students and whatever support the district can provide for Yosemite; they need it now.

**SPECIAL MEETING FOR YOSEMITE MIDDLE SCHOOL – *continued***

- Donna Cardona stated that whatever changes the district does decide to initiate, she prays that it's on the best interest of the students they serve and prays for the wisdom of the leaders (Board/Superintendent) for they are on the spot light for whatever decision they make today or in the next upcoming weeks, they'll be setting precedence for all the schools in the district and other schools in the state. They have met with FTA and the Superintendent and have implemented everything the district has provided for them and once again, they have been given another opportunity to provide input to make sure their voices are heard. As teachers, they will continue to do more and more every day and at some point, the students need to be held accountable for their actions. She prays that the Board will listen to their input, but until they change the culture of the community and hold students accountable for their academics and their behavior, measurable changes cannot occur.
- Harry Mickalian provided a handout to the members of the Board and questioned the following: why is the Board is doing this; is it because of grant funds; why has the district not provided assistance before; this has been going on for over eight years; has anyone from the Board visited Yosemite; teachers have not been provided sufficient information and given an opportunity for input; what data have the district provided to teachers to help them teach. Expressed concerns with the following: funding of a consultant to help principals; what have they learned from Long Beach about this situation; leaving the teachers, parents and students out to dry. He suggestions are to: concentrate and put resources into grades 2 through 3; design a plan for transit and low-performing students; design a safety net to get these students through the school year; more tutors at the school to help the students; provide additional training for the teachers; the district has done a poor job in hiring teachers and training them; and the worst thing to do is to close down a school; never had a discipline policy that has been enforced for students. The district failed the teachers at Yosemite by not providing the necessary training.
- Mai Xiong requested support for this school and would not like to see the school closed. She would like to see more safety at this school. There are many parents that have concern with campus safety and would like to see more translators for parents to help in communicating with teachers and staff. Also requested the district look at the translation services at Hidalgo Elementary School.
- Claudio Esparza expressed concerns that he is not in agreement with closing of Yosemite. His son attends this school and doing excellent. He believes this site needs more help for teachers and there are too many students in the classroom. He is very happy with this school. If they close the school, many students will be in the streets. They need to fix the problem and provide more teachers the help students become better.
- Sergio Tufoya expressed concerns that these teachers are trying to get these students to care, but can't help them if the students don't care. Some of the teachers just want to pass the student to the next grade and that's how the district is failing with these students. The district needs to hold the parents and students accountable for their actions. Students need help and most of these parents are on financial aid or section 8 because these parents have to work and students are left alone. Would not like to see the school close. These teachers and the principal are doing their best and this school will not succeed if students are not held accountable. Solve the problem by holding parents and students accountable.



**SPECIAL MEETING FOR YOSEMITE MIDDLE SCHOOL – *continued***

- Teresa Scharnick stated that she enjoys being here at Yosemite and does not want to see the school close.
- A.A. Barakat stated the Board is in a position to find a good resolution that makes sense for all. There are many needs for resources at this school and please reevaluate this school and give it a good look, because this school too deserves the best.
- Doug Wilkins stated that they have excellent students at Yosemite and there are many programs going on at this school. The students in this community have a lot going on in their own lives and in their own neighborhood with gangs all around them. These students need so much more and he loves working at Yosemite.

Hearing no other public comments, Acting President Asadoorian closed the public hearing at Yosemite Middle School and adjourned the meeting at 7:55 p.m.

*A copy of the PowerPoint is available in the Board Office upon request.*

## **SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)**

### **Sub-grant Conditions and Assurances**

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

**SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)**

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.



**SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)**

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Fresno Unified School District
Authorized Executive:	Ruth F. Quinto
Signature of Authorized Executive	